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USING THE LANGUAGE LABORATORY.

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NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

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TO ENCOURAGE UTILIZATION OF THE LANGUAGE LABORATORY AS A TEACHING TECHNIQUE, THIS BULLETIN DESCRIBES SUCH POSSIBLE USES OF THE LABORATORY AS PROGRAMING LESSONS, RECORDING, AND TESTING LANGUAGE SKILL DEVELOPMENT. ONE OF THE MOST IMPORTANT FUNCTIONS OF THE LABORATORY IS THE PATTERN DRILL, DESCRIBED HERE FOR FRENCH, GERMAN, AND SPANISH. EXAMPLES ARE GIVEN IN EACH OF THESE LANGUAGES FOR REPETITION DRILLS, TRANSFORMATION DRILLS, SUBSTITUTION DRILLS, PROGRESSIVE DRILLS, COMBINED SUBSTITUTION AND TRANSFORMATION DRILLS, AND ANALOGY DRILLS. OTHER SECTIONS INCLUDE A LIST OF LANGUAGE LABORATORY TERMS GIVEN IN FRENCH, GERMAN, AND SPANISH, BASIC PRINCIPLES CONSTITUTING A GOOD TAPE, BRIEF DISCUSSIONS OF LABORATORY MAINTENANCE AND EVALUATION, AND A BIBLIOGRAPHY OF RELATED MATERIALS. (SS)

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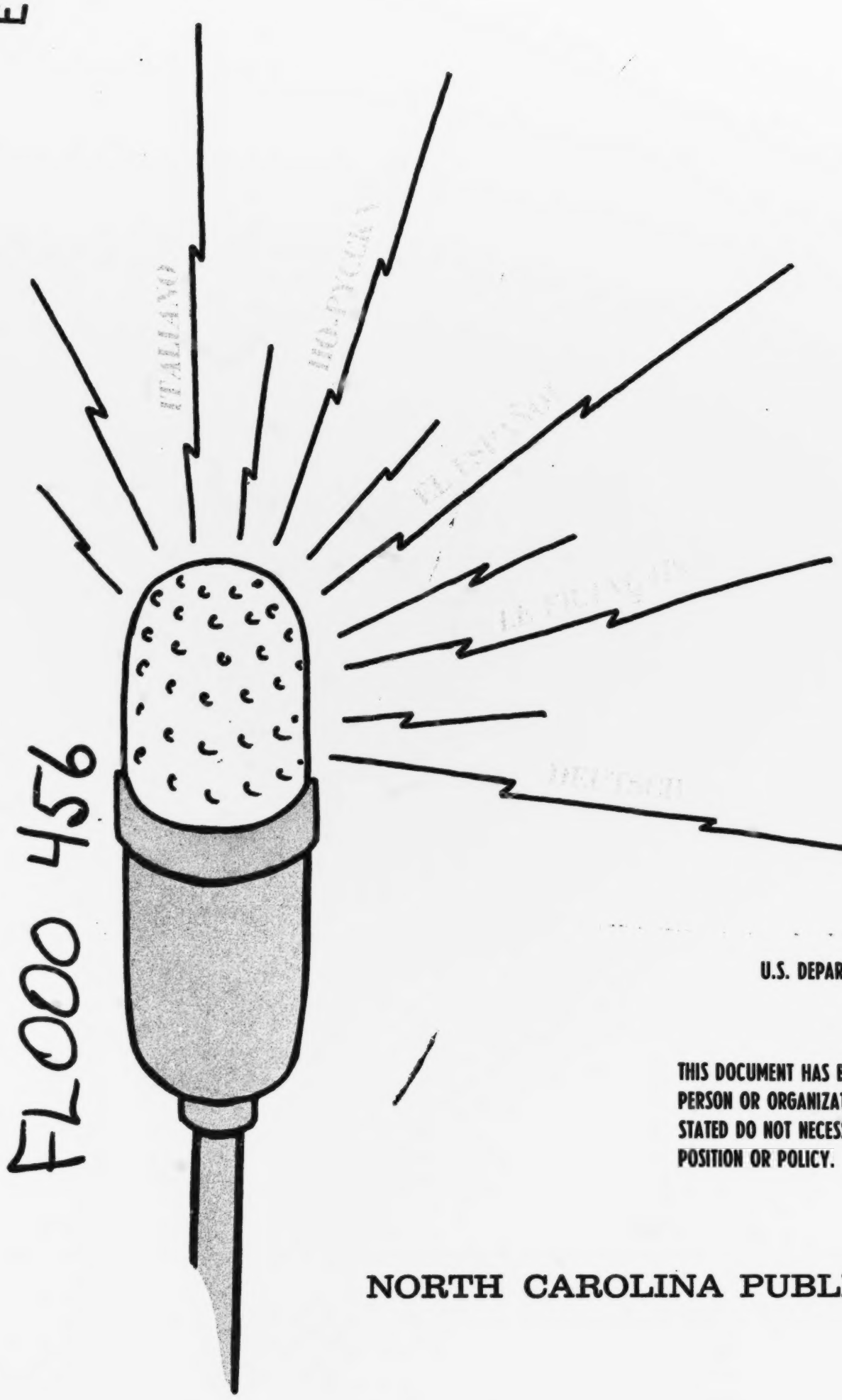

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NORTH CAROLINA PUBLIC SCHOOLS

USING THE LANGUAGE LABORATORY

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Foreword

The acquisition of skills in understanding and speaking is of primary importance in foreign language instruction. The language laboratory is an effective means of promoting the attainment of these skills. The laboratory facilitates the assimilation of speech patterns into pupils' habits of expression by repetition and overlearning, and provides abundant opportunity for audiolingual practice with authentic materials.

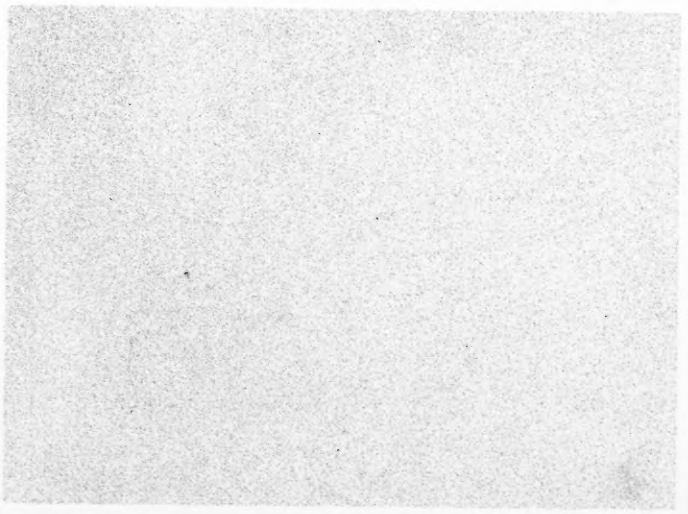
This bulletin is designed to assist teachers in the effective use of electronic equipment—the language laboratory, the electronic classroom, or a simple tape recorder—by providing specific descriptions of techniques and procedures for the classroom or the laboratory. It is to be remembered that wherever electronic aids are used, their use must be completely integrated with classroom instruction. The language laboratory is only as effective as the methods and materials used in it.

Chas. A. Carroll.

State Superintendent of Public Instruction

September 1963

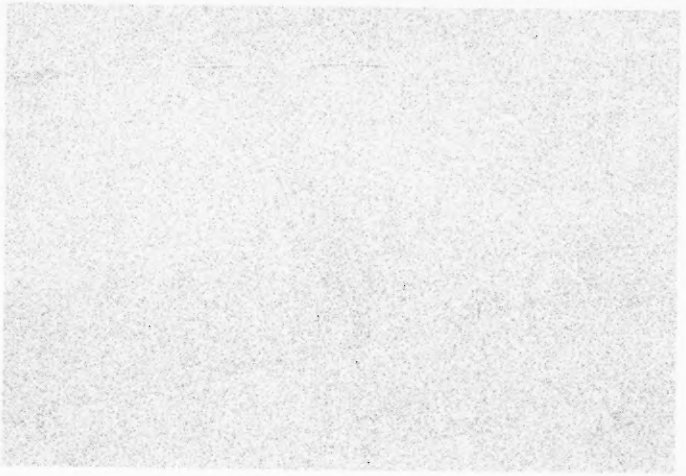
Preface



This publication is another in the series of curriculum guides designed to extend and improve Modern Foreign Language programs in North Carolina schools. The content and the organization of this publication is the work of Mrs. Tora Tuve Ladu, State Supervisor of Modern Foreign Language, Department of Public Instruction. The suggestions herein are consistent with the best information currently available on the use of language laboratories and electronic equipment. These suggestions reflect also the benefits of personal experience with the language laboratory during its developmental stages, as well as intensive study of the findings of research and experimentation at the national and international levels.

An expression of appreciation is extended to Mr. Johnny M. Shaver for his assistance with the photography and to Miss Nilene Hunt for the art work. The contribution of Mrs. Betty Dean is gratefully acknowledged also for her services in typing the manuscript.

NILE F. HUNT
Director, Division of Instructional Services



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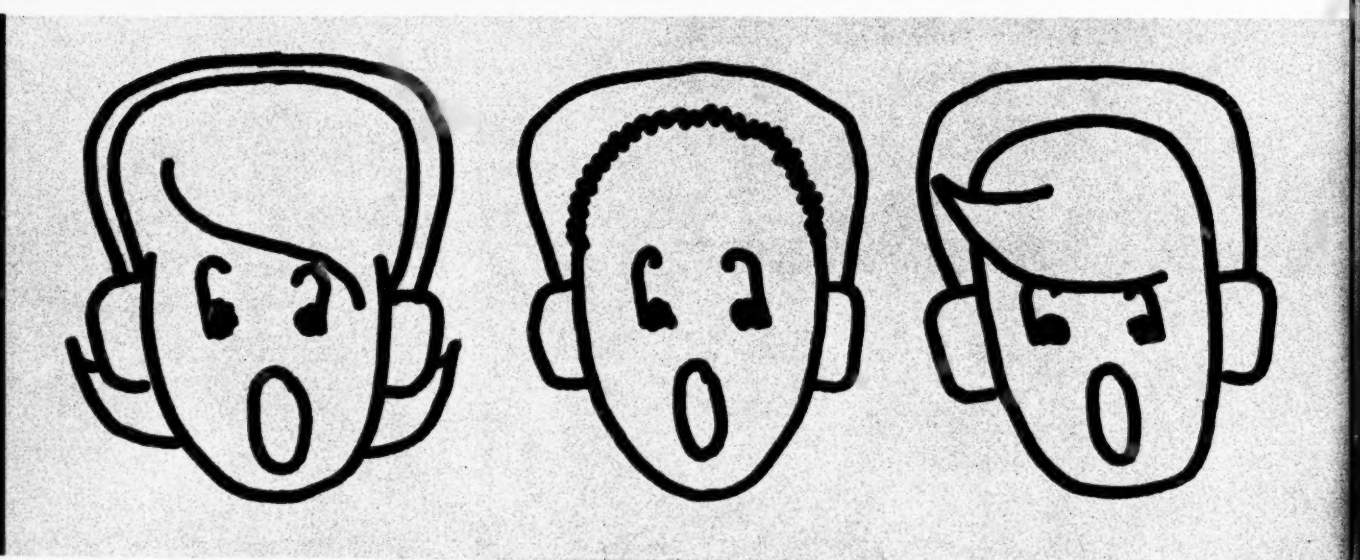
The Function of the Foreign Language Laboratory

A revolution is now in progress in the concept and purpose of foreign language learning which has caused profound changes in methods and materials. Today's foreign language teacher must realize certain basic concepts:

- **That the primary goal of his teaching is use of the language in communication, and therefore that the hearing and speaking skills are basic and come first in time and importance.**
- **That good grammar habits are first learned through pattern practice and analogy rather than through analysis and explanation.**
- **That the reading and writing skills are learned and used to greatest effect if they are solidly based on the hearing and speaking skills.**
- **That the hearing and speaking skills are developed by presenting a small amount of authentic material, drilling until it is mastered, and practicing its manipulation to achieve even greater freedom in the use of its structure and vocabulary.**



The language laboratory or electronic classroom can help immeasurably in the attainment of the goals of language learning. Its function is similar to that of the laboratory in science courses, where students are given an opportunity to practice what they have learned. The work of the laboratory must be well-planned, well-organized, and closely correlated with the work done in the classroom. The laboratory is to be used for practice and intensive drill, not for new work. One of the most important things for the teacher to remember is that the *laboratory cannot teach*. All teaching must be done in the classroom. The laboratory provides continued stimulating practice without the possibility of distortion of intonation or pronunciation. The laboratory, like the record player or the film projector, is another teaching tool, nothing more.

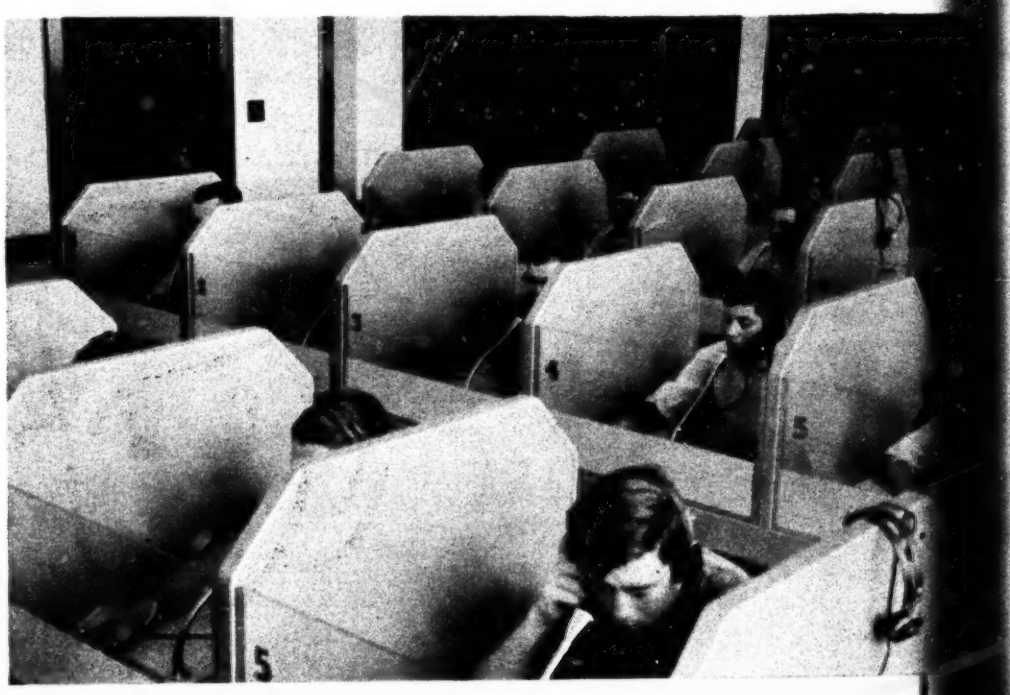
The language laboratory is only as effective as the teacher makes it. The teacher must choose the right materials for the right time, schedule student practice systematically, and help the individual students. The key to the newer approaches to foreign language learning is found basically in the methods and materials rather than in the use of the equipment itself. The language laboratory will not solve the language teacher's problems; it will help to make him more effective.

The following are things the language laboratory facilities can do:[1]

- **Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice in or out of class.**
- **Provide a variety of authentic native voices as consistent and untiring models for student practice.**
- **Provide for individual differences through guided practice in individualized-group, small group, or individual study situations with facilities for student self-instruction and self-evaluation at his own learning rate.**
- **Free the teacher from the tedious task of presenting repetitive drill material, thus allowing him to perform a dual role simultaneously.**
- **Afford the teacher an opportunity and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.**

[1] Hutchinson, Joseph C. *The Language Laboratory*. Bulletin 1961, No. 23, U. S. Government Printing Office, Washington 25, D. C.

The teacher at the console corrects errors as they are made



The laboratory provides the means for individualizing instruction.

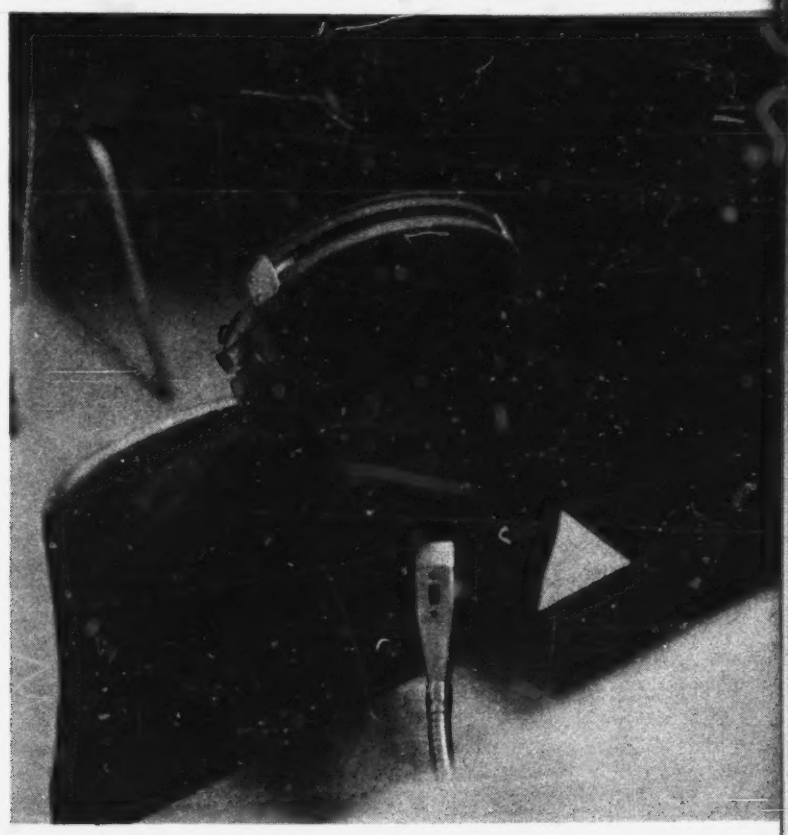
- **Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.**
- **Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions.**
- **Provide facilities for group testing of the listening and speaking skills.**
- **Provide for special coordination of audio and visual materials in sequential learning series or in isolated presentations.**
- **Provide aid to some teachers, who for various reasons do not have adequate control of the spoken language, in improving their own audio-lingual proficiency.**

What The Laboratory Can Do That Cannot Be Done By A Teacher With A Tape Recorder

In the classroom a teacher can get total participation with choral drills, but he has no way of telling how well each student is doing. To check oral performance, he works with one student at a time while most of the class remains passive. In the lab, however, everyone can drill simultaneously on self-correcting tapes (i.e. tapes which require the student to solve a series of language "problems," each of which is followed by the correct response). Meanwhile the teacher can silently monitor all students and can even provide private consultation for those who are faltering without interrupting the progress of the class. Also, many levels and types of instruction can be carried on simultaneously with students able to receive high-quality sound in all corners of the lab. The extent of individualization is limited only by the design of the lab. And finally, many young people who are afraid to speak up in class apparently lose their inhibitions in the privacy of the booth where mistakes are not overheard by fellow students.

The major difference between many of the newer portable labs and the installed laboratory is merely the absence of booths. The facilities of activated headsets and console monitoring are similar. The headsets with padded ear coverings eliminate most of the extraneous noises and provide some of the desirable isolation available with individual booths.

Where only a tape recorder or a few student listening stations may be available, the teacher can learn to use these



Students gain confidence through listening-speaking practice.

facilities profitably, though considerably less advantageously than a laboratory, portable or fixed. The teacher may walk around the room among the students correcting inadequate responses as they are made, or he may at times divide the class into groups. One or more groups can engage in listening practice with headphones, while the teacher conducts oral drills or conversation practice with the others.

language laboratory can provide
simultaneous active participation of all students in a class.

Techniques of The Language Laboratory

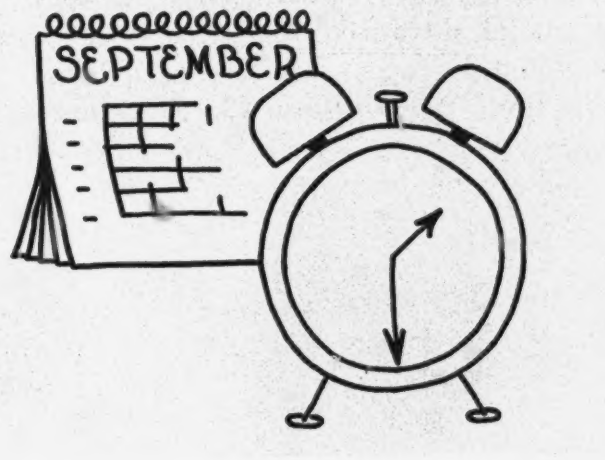
Preparing the Students

First, before taking any students into the laboratory, the teacher must be sure that every student understands the purpose of the equipment, that it is a drill master and not a fascinating toy. The teacher must prepare the student to expect much repetition and even fatigue caused by the degree of concentration required in a good laboratory drill period. He should impress on the student that, as in learning any skill in sports or music, language learning is also the development of a skill that requires consistent practice.

The first period in the laboratory should be an orientation session on the operation of the equipment and on the kinds of procedures that will be used in practice sessions. Students should be told what skills they are to acquire and how the equipment will help them. They should know how they are going to be tested on drill work. This is to make them feel the importance of drill, and to interest them in the advantage it will offer them. Careful explanation and demonstration of the equipment at the outset will save time later on. The time needed for this will, of course, depend on the complexity of the installation. The student must learn not only things to do, but also things not to do. Most students today are sufficiently gadget-minded to learn quickly, even in the more complex labs.

Second, the teacher must prepare the student for the work and give him a purpose for learning whatever may be on the recording. What the student hears on the master tape must bear a one-to-one relation to what is expected of him in the classroom if work in the laboratory is to win his full cooperation. He must know what is expected of him in the laboratory, and also that what he does there will prepare him for what he is expected to do afterward in class; and that if he does not participate fully in the laboratory exercises, he will be at an obvious and constant disadvantage in the classroom. The teacher must prepare the students in class to use the drills correctly by demonstrating the new grammatical point deductively, giving simple pointers that will help the students master the drills, and doing several pairs from the drills themselves, a "preview" of the taped drills. This will enable the teacher to see that everyone understands precisely what is expected in the laboratory. It will save time by eliminating the need for lengthy (and usually confusing) instruction on the tapes. This pre-laboratory phase need not take more than five or ten minutes at the end of a classroom period just preceding a laboratory period.

During the class following machine drill, the teacher must check on the work done: perhaps hold a conversation involving the pattern studied, perhaps an oral test. The former reminds the student that the purpose of the drill is to gain facility in the free use of the pattern; the latter provides an immediate incentive for learning. Both are necessary.



Scheduling the Lab

The period of machine drill should not be too long. Fifteen to twenty minutes several times a week is better than one 50-minute period. For the schools where a large number of classes must use the lab, each class hour should be divided so two classes may be accommodated within the one class period. Accession to the lab is facilitated by having all foreign language classes in close proximity to the lab. The language coordinator or department head will need to schedule carefully the use of the lab for optimum benefit to students at all levels.

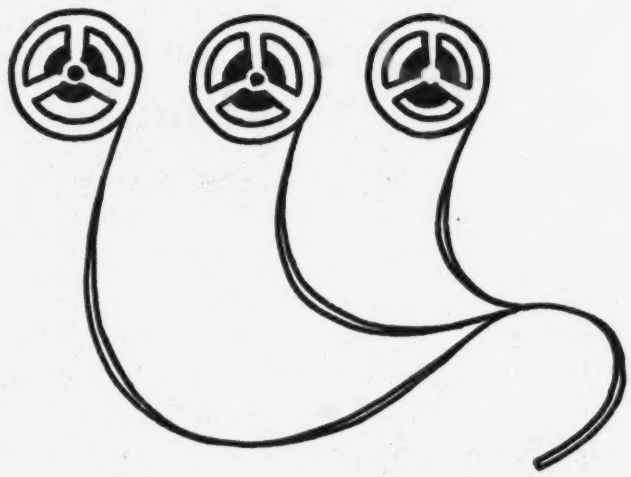
On the junior high school level, ten to twelve minutes of concentrated drill seems to be about all the student can take. Senior high school students can profit from twenty- to thirty-minute sessions. The type of lesson will make considerable difference in the concentration span of the student. A drill on structural forms will tire the students quite rapidly. A passage to be memorized will sometimes be practiced two or three times, constituting a lesson of twenty-five to thirty minutes.

The nature of the laboratory work determines the frequency of laboratory periods. To teach active control of the language, that is, when the drill involves listening and responding, or listening, responding and recording, best results are obtained by frequent short practice sessions. The best schedule would allow fifteen or twenty minutes of drill daily. If the exercises are sufficiently short, several repetitions may be possible in this time. If the student is required only to listen without responding, then a minimum of one period a week may suffice. Here the student may develop skills in listening comprehension. Many electronic installations, especially in junior high schools, permit the practice of only this first phase of language learning. To learn to speak, the student must spend time on drill and active use of the language, both of which cannot occure in a listening installation. Whatever the schedule, drill sessions should not be longer than thirty minutes. Fatigue and short attention span may actually hinder learning when the work is prolonged further.

Elementary language classes, where the understanding and speaking skills are being developed, need the maximum time in the laboratory. Daily sessions of fifteen to twenty minutes, or twenty- to thirty-minute sessions three times a week would be a good division of time. Second-level students will need somewhat less time, perhaps two or three sessions a week. For the advanced levels, once a week will suffice.

The laboratory should perform to its full capacity. It should be kept open at all hours so that pupils are free to use it as members of a class or independently. A responsible student, trained in using the controls, should be in charge of the laboratory whenever a teacher, or a class with its teachers, is not present. Accommodations for make-up, remedial, advanced, and enrichment work, or for special requests by a student, can be handled during an activity period, part of a lunch period, a non-scheduled hour at specified times during the week, or before or after school.

Programing the Lab



The term "programing" means the use of recorded materials in the language lab. Like all machines from typewriters and TV to giant mechanical "brains," the language laboratory is effective only if the human beings in charge of it put into it a good program. An electronic classroom or language laboratory can be no better than the teacher who is directing it. The methods and materials used in it should be closely coordinated with the rest of the course work. The teacher must know how to make or choose the right materials and direct the students' work.

One should avoid monotony in the laboratory. Each student should be actively involved and challenged during machine drill sessions. Changing activity or pace should not be delayed if boredom or fatigue is detected. It is suggested that each session be varied by breaking it into five-minute segments with activities selected from the following:

- **Mimicry-memorization exercises (dialogues, exercises for pronunciation, etc.).**
- **Oral presentation and repetition of a reading lesson, plus questions and answers on this material.**
- **Pattern drills.**
- **Review material.**
- **Dictation (after the students have been introduced to the reading writing phase).**
- **A song or a poem on tape.**
- **An anecdote or a short humorous story.**
- **Questions for comprehension on the anecdote or story.**

Material that is too difficult or not fully integrated with classwork may cause frustration; material that is too long, monotonous, or lacking in challenge may cause boredom in the laboratory. Also, poor audio quality in the recording or in the equipment will result in unsatisfactory student response.

A teacher who has not had considerable experience with language laboratory instruction would do well to use only one program source at a time. To teach effectively with more than one program source is extremely demanding. It is even doubtful that one can really teach effectively with several simultaneous program sources on the same level of instruction, to say nothing of trying to do it with different levels. A teacher should not try to perform more simultaneous activities than he can handle comfortably and with skill; otherwise, confusion and frustration will hamper both teacher and students.

It is quite generally agreed that teachers do not have the time, equipment, availability of native speakers, recording studio facilities, technical staff, knowledge of script-writing techniques, or training in linguistics for the production of effective tapes. Most labs use pre-recorded tapes for the basic material; teacher-made tapes are used largely to fill gaps in the commercial materials. Fortunately, more and better commercial tape recordings in modern languages are arriving on the market, some of which may be coordinated with any textbook. Consequently, the need for teacher-prepared tapes that are well integrated with the daily lessons has been greatly reduced.

Although much of the material on commercial tape recordings may not be related to the particular lesson unit the class is studying, the quality of the voices and the recordings is so good that one should be able to use some of these tapes to advantage. The teacher should go over the material carefully beforehand and play and replay only the portion pertinent to a lesson-unit. There is always the possibility of re-recording small portions that have been selected, or of recording disc material onto tape and creating response pauses. Experimentation should be a part of every language teacher's use of new materials; with a little practice some very effective teaching units may be developed from good commercial recordings.

In all use of the laboratory, it is necessary to observe a principle that is very important to its success. While the student is practicing in the laboratory, he should *never have available a written or printed text of the laboratory lesson*; nor should he be allowed to use his textbook or to take notes. Neither should the laboratory lesson follow verbatim material in the textbook (except for mimicry-memorization). Experience has shown that because students throughout their educational careers have been taught to learn by reading, they do not trust their ears; and since their ears are not trained to grasp the sounds of a foreign language, it takes some concentration and effort. If they have a text available, they will trust their eyes rather than their ears. This weakens their aural concentration and destroys their chance for good pronunciation, because their eyes introduce their English habits as neuro-muscular voice responses to the stimuli of the printed word. (For example: it is very difficult to get a French student to pronounce the French word *"nation"* properly if he is looking at the printed word while he is saying it.) Also, if the student has a text available, he will feel that the text is more important than the sounds of the recording, because traditionally the text is the basis of all learning.

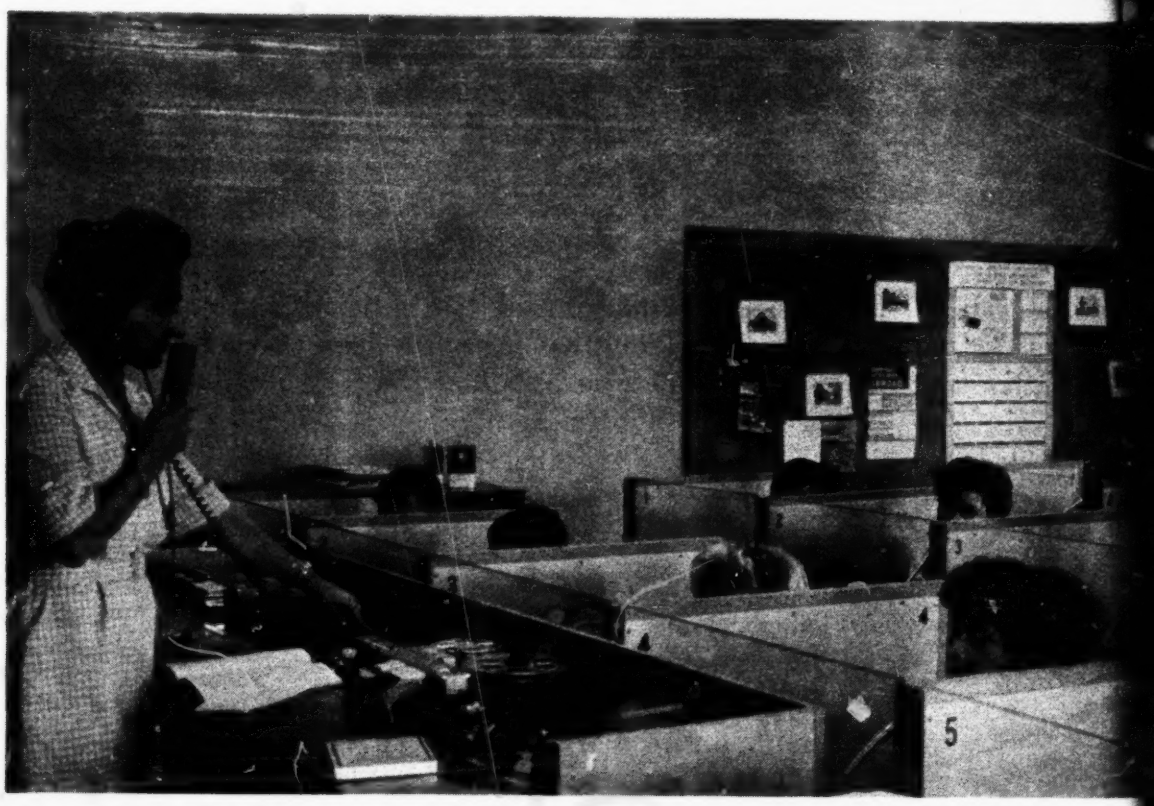
The purpose of laboratory practice is to get the student to respond to speech patterns by recalling through association other speech patterns. If the student instead recalls by visual association through the use of the written word (which he would rather do because that is the way he does all his other learning and hence it is easier), he foregoes that concentration on the sounds, which is so necessary for building up speech proficiency.

The following paragraph is part of a descriptive account of the teaching techniques in the language laboratory of Temple University:

> No books or papers are permitted in the booths, and students never see the text of the lab lesson. We have found that if students can *see* a text they will not *listen*. It is easier for them to learn by reading, because that is how they have been trained; but when they read from a text or from a visual memory of the text, their pronunciation is influenced by their English-conditioned habits. We think that the only way to break them of their English-conditioned sound habits and thought patterns is to insist on *hearing* and *imitation*.[2]

[2] Johnston, Marjorie C. and Catherine C. Seerley. *Foreign Language Laboratories in Schools and Colleges.* Bulletin 1959, No. 3, Government Printing Office, Washington 25, D. C. p. 47.

No books or papers should be permitted in the booths.



The teacher gives full attention to individual student responses.

Monitoring in the Lab

Monitoring involves teacher presence at the console. It furnishes the same motivation to good performance as does his presence in a regular class. Experience has shown that students are best motivated to exert maximum attention and effort throughout a laboratory period if they attend laboratory as part of a class function, with their own teacher at the monitoring console.

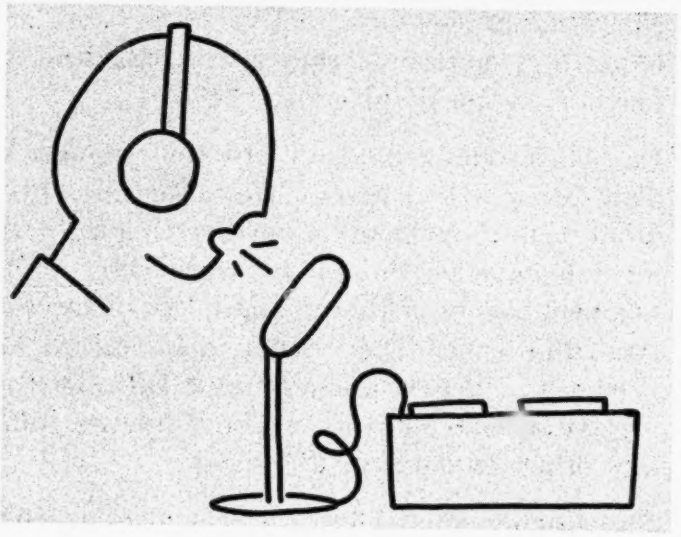
In a classroom recitation, only one student at a time need exert intense effort—the student being called upon. The other students may be paying more or less passive attention or no attention at all. Contrast this with the laboratory situation in which every student must behave as though he were being called on for every question; the monitoring teacher may be listening to and grading any student at any time. The teacher is freed from the need of presenting material (it has been done beforehand in the programing process) and is enabled to give full attention to student responses, to evaluate them, and to give special help to students having difficulties without interrupting the recitation of any other students in the class.

The teacher should have a seating plan for each class on which grades can be entered each time he evaluates a student response. Students should know that this is done and should be informed at the end of the lab period of his grades for the day. To receive full benefit from the advantages of a monitoring system, a student should know as soon as possible how he has been performing. Systematic monitoring results in perhaps two to five grades for each student in the course of the laboratory period; these are averaged and the resulting grade is the grade for that laboratory period. The cumulative grades for laboratory work over a semester will provide a reliable guide to the student's aural comprehension and ability to speak the language. They could be used in lieu of a special aural-oral examination in computing this part of a student's final grade.

Most consoles today are provided with two-way intercommunication between the teacher and the individual student. These facilities make many more individual contacts possible in a given period of time. A teacher can spot-check the performance of several students within the space of one minute. Even when there is no error in a student's response, the

teacher should not forget the value of a frequent word of encouragement, for the student needs to know when he has been correct as well as when he has been incorrect. The teacher must be judicious about the timing of his corrections. For example, correcting a student before he has completed his response can have a damaging effect. One must also decide whether the correction of a minor error is worth causing the student to lose contact temporarily with the program material which may be more important to him at the moment.

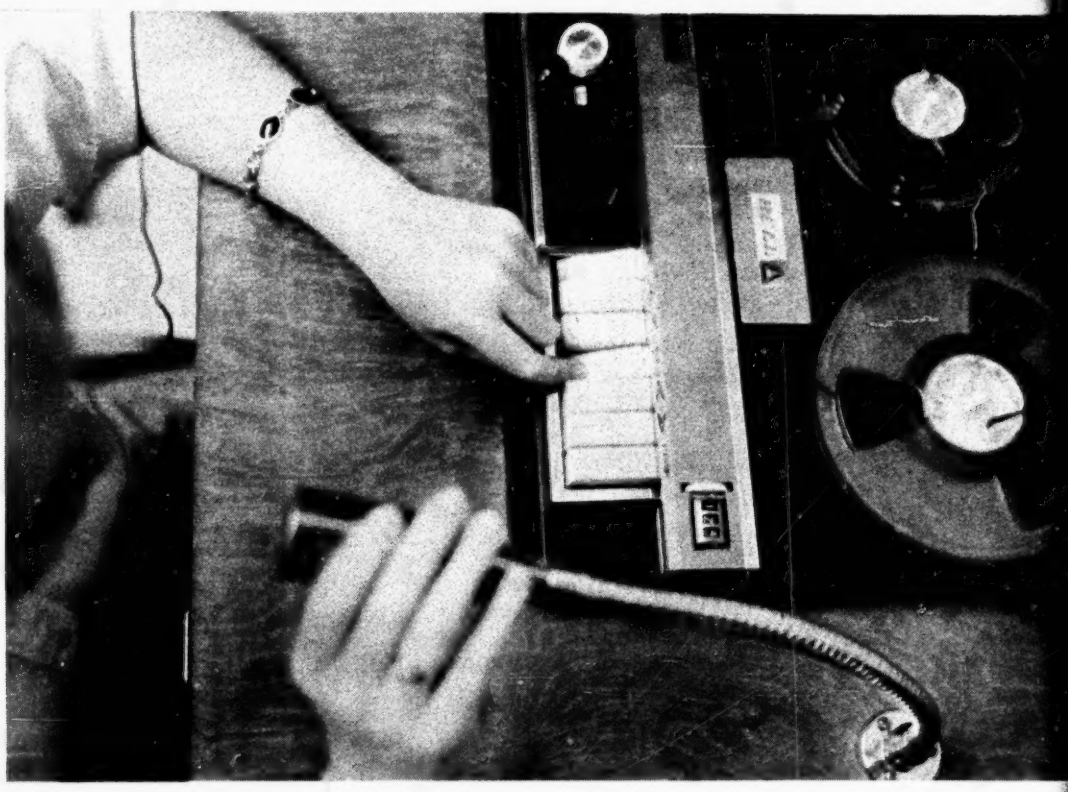
Particularly in the coaching of pronunciation, the teacher must be ready to provide concise suggestions on how to produce certain sounds which may be difficult for the individual student. Most pronunciation errors can be avoided by sufficient listening practice and imitation practice, but individual differences among students must be recognized. Some students have little difficulty imitating correctly, while others may find persistent difficulties in producing certain sounds or combinations of sounds. The student may or may not know that his efforts are incorrect. Even when he knows that his version is incorrect, he may not know what to do in order to correct it. Discretion must be used in the amount of time given to coaching a student so that others are not deprived of an opportunity for individual teacher guidance. One can always return to help the student later. In many cases, the student will have improved anyway after the initial correction.



Recording in the Lab

To record or not to record has been a debatable question among language experts for several years. Today, enough research experiments have been conducted to prove rather conclusively that only a small percent of the laboratory time should be used for recording the student performance. In the high school the laboratory periods are necessarily short, so too much time should not be consumed in rewinding the tape and in listening to the previous recording. Many authorities believe that the typical high school language pupil cannot detect his own mistakes on the tape and, therefore, listening to a previous recording is a waste of time. These authorities believe that the listen-respond laboratory, which allows the pupil to practice during the entire laboratory session, is far more desirable.

From the point of view of the teacher, since listening to recordings made by students is very time consuming, the procedure should be kept to a minimum. Testing can be done



Occasional recording by students is a means of motivation and shows the student his progress.

quite effectively by monitoring over a period of time. Recording by students should be done occasionally as a means of motivation rather than testing. Recording once every month or six weeks, for example, will show the student his progress.

Edward M. Stack, noted authority on language teaching and the language laboratory, has said, "On the assumption that it is very desirable for the teacher to be physically present with the class, and to do live monitoring as a measure both eliciting maximum student effort and for evaluation on the spot, there will be no reason for him to take more time later (probably at home) to listen to student responses. It is a way of increasing the teacher's load and effort without acquiring any advantage." [3]

Nelson Brooks, in his book, *Language and Language Learning*, says:

> Some general recommendations can be made as a result of experience and observation in many different institutions of learning. Much more time should be spent in listening and repeating than in recording and playback, the proportion being perhaps four or five times as much of the former as the latter. Important as it is for the student to hear his mistakes and correct them, it is far more important for him to spend his time listening to the master as his model, and not to himself.[4]

The final report of a research project entitled "An Experimental Project to Measure Certain Facets of Language Growth for High School Students in Beginning French When Variations of Language Laboratory Equipment Are Utilized in the Instructional Process," undertaken by the Department of Public Instruction of the State of Pennsylvania, under the provisions of Title VII of the National Defense Education Act, was published in June, 1963. This experiment was concerned with an evaluation of the comparative merits of the audio-active and various arrangements of the record-playback facilities. The four basic facets of language growth tested were pronunciation accuracy, comprehension of the spoken word, speaking fluency, and structural accuracy.

The project involved 120 students in the Easton Area High School experiencing their first year with a modern foreign language, French. Four groups of 30 students each were selected for the project. Students of group A received beginning French instruction in a language laboratory equipped with audio-active equipment exclusively. Group B received instruction in a language laboratory having the record-playback feature in each booth. Group C utilized the audio-active-record laboratory, spending half of the

[3] The ETL Newsletter, *Communicate*. Volume IV, No. 4, June, 1963.
[4] Brooks, Nelson. *Language and Language Learning*. Harcourt, Brace and World, 1960. p. 151.

laboratory time with audio-active equipment usage and half of the time using the record-playback feature. Group D utilized 80 percent of the laboratory time with audio-active equipment; the remaining 20 percent of the laboratory time was utilized with audio-active-record equipment.

Approximately 80 percent of the language instruction was devoted to conventional teacher instruction. The remaining 20 percent of the time constituted the experimental time during which the laboratory variations were employed. The students were given a one-week orientation period in which they became thoroughly familiar with the operation of the equipment. Following the introduction and explanation of new work by the teacher in the classroom, the various language laboratory systems were utilized to reinforce the teacher's presentation. Student performance was at all times monitored by the teacher. Laboratory time varied in that additional portions of time were required for the record-playback feature. Evaluation procedures for the four facets of language growth were carried on in such a way that any chance for possible bias was eliminated.

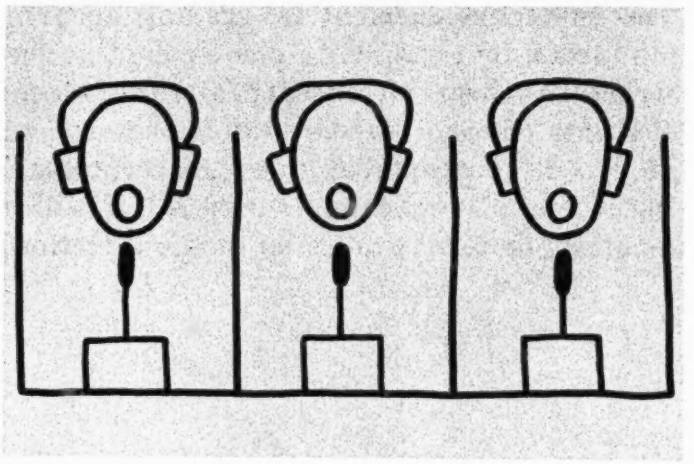
An analysis of the results reveals the following:

- **Pronunciation Accuracy: There is a significant difference favoring the audio-active-record group. The 50 percent group ranked lowest.**
- **Comprehension of the Spoken Word: There is a significant difference favoring the 80-20 percent group. The audio-active-record ranked last.**
- **Speaking Fluency: The results show a significant difference favoring the 80-20 group.**
- **Structural Accuracy: The difference favored the 80-20 group.**

If the school has as its major purpose comparable growth rates for the four facets of language growth, then a combination of laboratory experiences utilizing 80 percent audio-active equipment and 20 percent audio-active-record equipment would seem to be a desirable relationship to follow in the utilization of language laboratory systems. If, however, pronunciation accuracy is the major objective of a foreign language program, then continuous record-playback in the laboratory seems essential. That the audio-active-record group does not necessarily achieve superior results in all aspects of language growth as measured by this project is attested to by the poor performance of the audio-active-record group on comprehension of the spoken word. It would seem that the gain in one skill is made at the expense of another. Furthermore, if future investigations corroborate these findings, an interesting guideline will be available to foreign language teachers. *There is an optimum period of time to be devoted to developing pronunciation accuracy which at the same time will produce satisfactory results in the other aspects of language skill.* Varying this period tends to have a negative effect on achievement in other language skills.[5]

[5] Correspondence relating to and requests for this report should be addressed to: Mr. Edward Tracy, Superintendent of Schools, Easton Area School System, Easton, Pennsylvania.

Testing in the Lab



For the laboratory to be successful, the student must be tested on achievement in the skills he is asked to practice; otherwise, he may feel that the practice is only a frill and will not concentrate on improving his efficiency. If, for example, 75 to 80 percent of the time in Level I is devoted to the development of the understanding and speaking skills, then 75 to 80 percent of the testing should be aural-oral.

In addition to daily appraisal of student performance in class and laboratory sessions, weekly or monthly quizzes and tests should be provided. Listening comprehension and aural discrimination tests are much easier to prepare and administer than speaking tests. Recent articles in professional journals and books on the newer methods and materials contain many useful detailed suggestions on testing materials and procedures. Oral production tests can be given individually and graded on the spot or recorded for grading later. The number of students that can be tested simultaneously depends on the number of student recording positions (in booths) or recording channels (on console) that are available. An oral test should not take more than two or three minutes; therefore, several groups in rotation can be tested within one class period.

Grading students by monitoring may be used in lieu of recording responses. For suggestions, see the section on *Monitoring*. Most teachers will want to give an occasional recorded test.

Test materials can be made from many of the drill patterns that have been practiced. Types of test items should include much more than mere questions and answers. Utterances can be presented for mimicry, commands can be asked for, directed dialog items can be presented, changes or substitutions can be made in model utterances, and oral responses to pictures can be made. Instructions must be clear and should be given, including an example, before each type of test item is presented. The test items may be prerecorded without pauses so that the teacher can stop the recorder after each item is presented and judge the amount of time required for each response by the group, or the spaces for responding can be incorporated in the test tape. The latter, though more difficult to prepare, is much easier to administer, especially in cases of several rotating groups taking the test. The timing of response spaces should be pretested before recording.

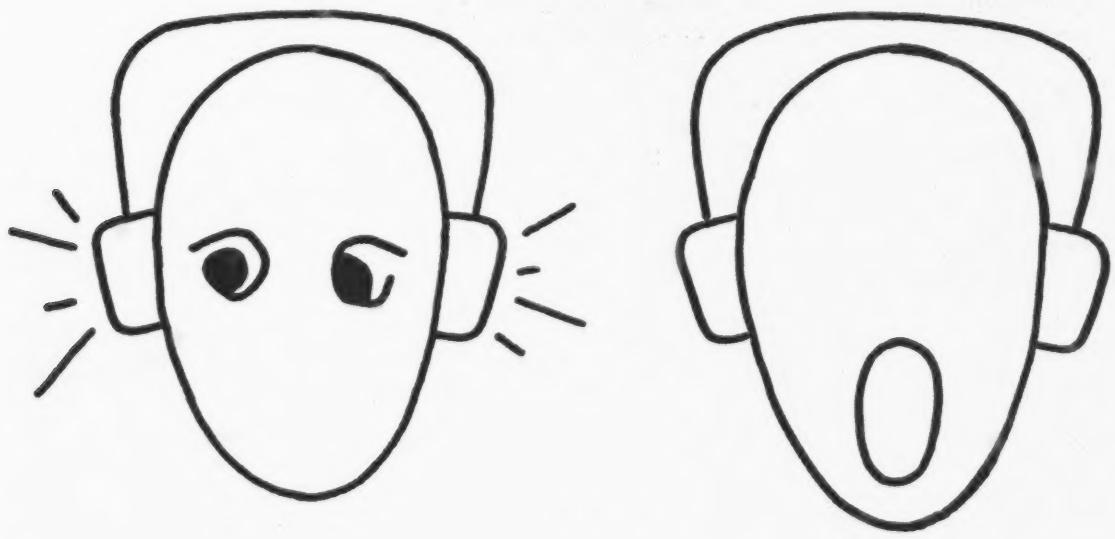
The subjective element in grading speaking tests is a problem, but variables can be minimized by grading on one element at the time: pronunciation, fluency, or grammatical structure. Even within each of these elements, it is possible to grade only one or two elements of each response. Judgment is likely to have less variation if a three-point scale of "good," "acceptable," or "unacceptable,"is used in preference to the usual A-F grading. Using a number system of 1-3, it will be a very simple matter to determine weekly, monthly, or term grades on oral production.

Materials For The Laboratory

Pattern Drills

What is a pattern drill? A pattern drill is a grammatical structure or basic sentence that is repeated again and again by a native or professional voice on tape, calling for a certain structural change in the sentence at each repetition. There is a pause after each repetition, during which the student imitates what he has heard, making the necessary structural or vocabulary change. After the student responds, he hears the correct response by the taped voice and repeats it during the following pause. He then receives the cue for his next response. By practicing these drills, the students memorize structure patterns to the point that their responses are automatic. Only after speech patterns become habit will there be a basis for acquiring fluency in the use of the language.

The use of the pattern drill is recommended to prepare pupils to speak and understand the foreign language without recourse to grammatical analysis and translation. The pattern drill, when properly constructed, facilitates the assimilation of structural points through use and provides a context for the practice of vocabulary. Automatic responses are developed through using the drills with varied vocabulary and manipulating the variations of structural items. In Levels I and II of language learning, pattern drill will form the most frequently used and most important part of the work in the laboratory.



In his book on teaching Spanish, Mr. Politzer states:

> Of course pattern practice is not meant to be the only type of exercise or practice to be used in a language class. *Pattern practice is a means to an end.* The *end* to be achieved is the ability to use the language freely, as in exercises of the more traditional type in which students ask or are asked questions about a story or are engaged in conversation on a specific topic. The point is that the question-and-answer type of exercise or the free conversation are usually a *test of whether or not the patterns have been learned, rather than a way of practicing the patterns.* The pattern practice may be compared to the exercise and drills that a football or basketball player must undergo in order to be ready and fit for a game. Certainly the game as such is the interesting part and the culmination of the effort. To do nothing but pattern practice would be very much like putting someone through football practice without ever giving him a chance to play. No coach would do this, but neither would he put anyone on the team who had not gone through a rigorous training in all the little detailed operations which make up the skill of the football players.[6]

Characteristics of Pattern Drills

Whether concerned with the preparation of pattern drills or the selection of good commerically prepared tapes, the teacher should bear in mind the following points:

- **There are two phases to each drill: (1) teaching (2) testing.**
- **Drills should present one type of pattern (problem) at a time.**
- **A stimulus and a response make up a "pair." A minimum of three pairs is necessary to establish a recognizable pattern for the student. At least eight pairs should be included in a drill.**
  Stimulus (by the teacher).
  Pause for response by the student.
  Correct response by the teacher.
  Repetition of correct response by the student.
- **Length of drill is dependent on the laboratory period. About five pairs may be done in a minute. Students should have time to go over a drill at least twice.**
  A drill lasting longer than twenty minutes is not very effective.
- **Sentences should be short enough for a student to remember. Only one new point of grammar or pronunciation should be presented at a time, but material already learned should be used.**
- **Sentences should be given at conversational speed.**
- **All commercial tapes are not equally good for aural-oral purposes. A teacher must learn to judge those that are effective.**

[6] Politzer, Robert and Charles Staubach, *Teaching Spanish: A Linguistic Orientation.* Ginn and Company, 1961.

French

1. *Repetition Drills*

The primary purpose of a repetition drill is to present initially a language pattern. It is suitable for the presentation of new vocabulary, idioms, regular and irregular verbs, and points of structure. The drill should be so constructed that the student will learn the use of the pattern without the necessity of a grammatical explanation. This type of drill will be used most frequently in the classroom as a presentation drill, but it may also be used in the laboratory for additional practice.

TEACHER	STUDENT
Répétez. Tu fais du français.	Tu fais du français.
Tu fais du français. Vous faites du français.	Vous faites du français.
Vous faites du français. Je fais du français.	Je fais du français.
Je fais du français. Nous faisons du français.	Nous faisons du français.
Nous faisons du français. Paul fait du français.	Paul fait du français.
Paul fait du français. Il fait du français.	Il fait du français.
Il fait du français. Elle fait du français.	Elle fait du français.
Elle fait du français. Paul et Henri font du français.	Paul et Henri font du français.
Paul et Henri font du français. Ils font du français.	Ils font du français.
Ils font du français. Elles font du français.	Elles font du français.
Elles font du français.	

2. *Transformation Drills*

Transformation drills lend themselves to many different exercises as they involve the change from one form of a structural item to another form, such as from the singular to the plural and from masculine to feminine adjectives, from one type of demonstrative adjective or pronoun to another, from affirmative to negative, declarative to interrogative, person to person or tense to tense for verbs. In the examples, only partial drills are given. Teachers will extend drills to cover the points as required. Repetition of the changed sentence should be given by the taped voice.

Example 1: Changing to the negative

TEACHER	STUDENT
Je vois le garçon.	Je ne vois pas le garçon.
Il voit la jeune fille.	Il ne voit pas la jeune fille.
Nous voyons la dame.	Nous ne voyons pas la dame.
J'ai vu le garçon.	Je n' ai pas vu le garçon.
Il a vu la jeune fille.	Il n'a pas vu la jeune fille.
J'ai du lait.	Je n'ai pas de lait.
Il veut de la salade.	Il ne veut pas de salade.
Nous avons de la limonade.	Nous n'avons pas de limonade.
Vous avez des examens.	Vous n'avez pas d'examens.

Example 2: Changing to the interrogative

TEACHER	STUDENT
J'ai un frère.	Est-ce que j'ai un frère?
Elle a une soeur.	Est-ce qu'elle a une soeur? (or A-t-elle une soeur?)
Nous sommes contents.	Est-ce que nous sommes contents? (or Sommes-nous contents?)

Example 3. Changing to the declarative . . . the patterned response drill

TEACHER	STUDENT
Je prends le livre. Est-ce que vous prenez le livre?	Je prends le livre.
Est-ce que je prends le livre?	Vous prenez le livre.
Est-ce qu' Albert prend le cahier?	Albert prend le cahier or Il prend le cahier.
Est-ce que Marie prend le cahier? or Marie prend-elle le cahier?	Marie prend le cahier or Elle prend le cahier.

Example 4: Using the alternate form of the demonstrative adjective

TEACHER	STUDENT
Je veux ce livre-ci.	Je veux ce livre-là.
Je veux ce crayon-ci.	Je veux ce crayon-là.
Je prends ce stylo-ci.	Je prends ce stylo-là.
Je regarde cette jeune fille-ci.	Je regarde cette jeune fille-là.
Je vois ces garçons-ci.	Je vois ces garçons-là.

Example 5: Changing to the plural

TEACHER	STUDENT
Il est content.	Ils sont contents.
Je suis américain.	Nous sommes américains.
Elle va au cinéma.	Elles vont au cinéma.
Je fais un discours.	Nous faisons un discours.

Example 6: Changing to the passé composé

TEACHER	STUDENT
Je parle avec mon ami.	Hier j'ai parlé avec mon ami.
Je joue au tennis.	Hier j'ai joué au tennis.
Il fait ses devoirs.	Hier il a fait ses devoirs.
Elle a de la chance.	Hier elle a eu de la chance.

Example 7: Changing to the future

TEACHER	
Je parle avec mon ami.	Demain je parlerai avec mon ami.
Je joue au tennis.	Demain je jouerai au tennis.

Example 8: Question-answer transformation drills (Patterned response drills)

a. Questions requiring yes or no answers

TEACHER	STUDENT
Entrez-vous dans la salle de classe?	Oui, j'entre dans la salle de classe.
Prenez-vous votre place?	Oui, je prends ma place.
Est-ce que je vois les élèves?	Oui, vous voyez les élèves.
Ouvrez-vous le livre?	Non, je n'ouvre pas le livre.
Est-ce que j'étudie la leçon de français?	Non, vous n'étudiez pas la leçon de français.

b. The choice question

TEACHER	STUDENT
Est-ce que Robert aime les bonbons ou la glace?	Robert aime les bonbons (la glace).
Allons-nous au cinéma ou au concert?	Nous allons au cinéma (au concert).

c. The cued response drill. The cue might be given before or after the question.

TEACHER	STUDENT
(les bonbons) Qu'est-ce que Robert aime?	Robert aime les bonbons.
(la glace) Qu'est-ce que Marie aime?	Marie aime la glace.
Où allons-nous? (au cinéma)	Nous allons au cinéma.

3. *Substitution Drills*

These drills, sometimes called replacement drills, may be used to reinforce patterns learned through repetition and transformation drills.

Example 1: Direct and indirect object pronouns

TEACHER	STUDENT
Jean regarde le livre.	Jean le regarde.
Georges regarde la jeune fille.	Georges la regarde.
Nous prenons le déjeuner.	Nous le prenons.
Robert parle au professeur.	Robert lui parle.
Marie parle à ses parents.	Marie leur parle.

(Drill on direct and indirect objects separately.)

Example 2: Double substitution

TEACHER	STUDENT
Robert donne le livre à Marie.	Robert le lui donne.
Je donne les bonbons aux enfants.	Je les leur donne.

Drills similar to the above examples 1 and 2 may be used for substitution of nouns by pronouns with affirmative and negative commands.

Example 3: Pronouns *y* or *en*

TEACHER	STUDENT
Je bois du café.	J'en bois.
Elle mange des fruits.	Elle en mange.
Robert va à Paris.	Robert y va.
Il répond à la lettre.	Il y répond.

Example 4: Disjunctive pronouns after prepositions

TEACHER	STUDENT
Jean ira au cinéma avec Jacques.	Jean ira au cinéma avec lui.
Georges ira au cinéma avec Marie.	Georges ira au cinéma avec elle.
Robert est allé à Paris avec ses parents.	Robert est allé à Paris avec eux.
Voulez-vous aller avec moi?	Je veux bien aller avec vous.
Est-ce que Jean ira avec vous?	Oui, Jean ira avec moi.

Example 5: Demonstrative pronouns

TEACHER	STUDENT
Je mettrai ce chapeau-ci.	Je mettrai celui-ci.
Il mettra cette cravate-là.	Il mettra celle-là.
Marie mettra ces gants-ci.	Marie mettra ceux-ci.

Example 6. Demonstratives before relatives

	STUDENT
Jean est le garçon qui ouvre la porte.	Jean est celui qui ouvre la porte.
Marie est la jeune fille qui chante bien.	Marie est celle qui chante bien.

Example 7: Substitution of the same element of structure

a. Drilling the forms of verbs (faire)

TEACHER	STUDENT
Elle fait une robe. Nous?	Nous faisons une robe.
Vous faites du ski. Il?	Il fait du ski.
Ils font du football. Nous?	Nous faisons du football.

b. Drilling the agreement of adjectives

TEACHER	STUDENT
J'aime ce chapeau-ci; je n'aime pas ce chapeau-là.	J'aime ce chapeau-ci; je n'aime pas ce chapeau-là.
(cravate)	J'aime cette cravate-ci; je n'aime pas cette cravate-là.
(souliers)	J'aime ces souliers-ci; je n'aime pas ces souliers-là.

Example 8: Substitution of different elements of structure

a. Changes within the basic pattern sentence.

In this exercise, it is advisable to substitute the same element of structure in at least two examples before substituting another element. Also, better learning is effected if the drill is constructed so that the elements at the end of the sentence are substituted first, beginning from the object through to the subject.

TEACHER	STUDENT
Je vais manger une pomme.	Je vais manger une pomme.
..... une orange.	Je vais manger une orange.
.....boire du café.	Je vais boire du café.
.....boire du lait.	Je vais boire du lait.
Louis	Louis va boire du lait.
Nous	Nous allons boire du lait.
..... payer l'addition.	Nous allons payer l'addition.

b. Substitution in a series of patterns

TEACHER	STUDENT
(chanter) Moi, je ne chante pas. Est-ce que vous chantez?	Moi, je ne chante pas. Est-ce que vous chantez?
(danser)	Moi, je ne danse pas. Est-ce que vous dansez?
(jouer du piano)	Moi, je ne joue pas du piano. Est-ce que vous jouez du piano?

4. ***Progressive Drills***

These drills involve the change of a different element of structure at every stage.

TEACHER	STUDENT
Je voudrais chercher mon ami.	Je voudrais chercher mon ami.
(mon frère)	Je voudrais chercher mon frère.
(trouver)	Je voudrais trouver mon frère.
(je vais)	Je vais trouver mon frère.
(son)	Je vais trouver son frère.
(Louis)	Louis va trouver son frère.
(vient de)	Louis vient de trouver son frère.
(rencontrer)	Louis vient de rencontrer son frère.
(sa fiancée)	Louis vient de rencontrer sa fiancée.

5. ***Combined Substitution and Transformation Drills***

In these drills, more than one item is changed in a single pattern.

TEACHER	STUDENT
Elle a perdu son sac.	Elle a perdu son sac.
(ses gants)	Elle a perdu ses gants.
(Marie et Louise)	Marie et Louise ont perdu leurs gants.
(argent)	Marie et Louise ont perdu leur argent.
(maman et moi)	Maman et moi, nous avons perdu notre argent.

6. ***Analogy Drills***

Example 1: Agreement of adjectives. In French, agreement is presented by applying an adjective to a feminine noun; the student responds by applying the same adjective to a masculine noun.

TEACHER	STUDENT
Cette jeune fille est intelligente. Et le garçon?	Le garçon est intelligent.
Cette pièce est intéressante. Et le roman?	Le roman est intéressant.
Cette maison est grande. Et le salon?	Le salon est grand.

Example 2: Comparison of adjectives. Compare the persons or things mentioned, using *plus . . . que*:

TEACHER	STUDENT
Georges est grand. Et Robert?	Robert est plus grand que Georges.
Le père est âgé. Et le grand-père?	Le grand-père est plus âgé que le père.
La chambre est grande. Et le salon?	Le salon est plus grand que la chambre.

The drill may be used also with *moins . . . que* and *aussi . . . que*.

7. *Open-end Mutation Drills*

For the teaching of articles, contractions, and for drilling on the gender of nouns.

TEACHER	STUDENT
Repeat: à	à
la maison	à la maison
la gare	à la gare
l'école	à l'école
l'université	à l'université
Repeat: au	au
le jardin	au jardin
le magasin	au magasin
les maisons	aux maisons

Several examples of each article should be used before changing to another. Use the same drill with *de*.

8. *Fixed Increment Drills*

Example 1: The tape starts a sentence which the student finishes with a fixed ending. Complete with *étudier le français:*

TEACHER	STUDENT
Permettez-moi	Permettez-moi d'étudier le français.
Nous voulons	Nous voulons étudier le français.
J'aime	J'aime étudier le français
Georges commence	Georges commence à étudier le français.

Example 2: The student is asked to prefix a sentence with a fixed expression calling for the subjunctive.
Prefix each statement with *Il faut que*:

TEACHER	STUDENT
. . . . . finis la leçon.	Il faut que je finisse la leçon.
. . . . . nous arrivons à l'heure.	Il faut que nous arrivions à l'heure.
. . . . . elle écrit la lettre.	Il faut qu'elle écrive la lettre.

Any expressions requiring the subjunctive may be used in the same manner.

9. *Combining Sentences Drills* (Integration Drills)

Example 1: Combining sentences using a relative pronoun

TEACHER	STUDENT
Voici Henri. Il est arrivé.	Voici Henri qui est arrivé.
Voici le sac. Je l'ai perdu.	Voici le sac que j'ai perdu.
Voilà le stylo. Nous écrivons avec le stylo.	Voilà le stylo avec lequel nous écrivons.

Example 2: Using the present participle.

TEACHER	STUDENT
Le professeur regardait l'élève. Il lui a posé une question.	En regardant l'élève, le professeur lui a posé une question.
Je montais l'escalier. Je suis tombé.	En montant l'escalier, je suis tombé.

Example 3: Using **quand**

TEACHER	STUDENT
Vous irez en France. Vous verrez Paris.	Quand vous irez en France, vous verrez Paris.
Vous serez à Paris. Vous irez au Louvre.	Quand vous serez à Paris, vous irez au Louvre.

Example 4: Using **depuis que**

TEACHER	STUDENT
Vous êtes à Paris. Vous vous amusez.	Depuis que vous êtes à Paris, vous vous amusez.
Vous visitez les monuments. Vous apprenez beaucoup.	Depuis que vous visitez les monuments vous apprenez beaucoup.

Example 5: Using the infinitive

TEACHER	STUDENT
Hier j'ai vu Marie. Elle travaillait.	Hier j'ai vu travailler Marie.
J' ai entendu Maurice Chevalier. Il a chanté à Paris.	J'ai entendu chanter Maurice Chevalier.
Je viens de remarquer l'enfant. Il se cache.	Je viens de remarquer se cacher l'enfant.

Example 6: Using the imperfect and passé composé

TEACHER	STUDENT
Marie étudie. Je rentre.	Marie étudiait quand je suis rentré.
Robert travaille. Henri arrive.	Robert travaillait quand Henri est arrivé.

Example 7: Combining pairs into conditional sentences

TEACHER	STUDENT
Il fait beau. Je vais en ville.	S'il fait beau, j'irai en ville, or S'il faisait beau, j'irais en ville.
Nous avons le temps. Nous allons au concert.	Si nous avons le temps, nous irons au concert, or Si nous avions le temps, nous irions au concert.

One drill may combine pairs of sentences by using the present and future tenses, a second drill, by using the imperfect and conditional, and for more advanced students, the compound tenses (pluperfect and conditional anterior).

EXAMPLES OF PATTERN DRILLS

German*

1. *Repetition Drills*

The primary purpose of a repetition drill is to present initially a language pattern. It is suitable for the presentation of new vocabulary, idioms, regular and irregular verbs, and points of structure. The drill should be so constructed that the student will learn the use of the pattern without the necessity of a grammatical explanation. This type of drill will be used most frequently in the classroom as a presentation drill but it may also be used in the laboratory for additional practice.

* These drills are adapted from *German for Secondary Schools*, New York State Education Department, 1961.

Example: Vocabulary

TEACHER	STUDENT
Ich habe ein Rad.	Ich habe ein Rad.
Ich habe ein Rad und einen Rucksack.	Ich habe ein Rad und einen Rucksack.
Ich habe ein Rad, einen Rucksack und ein Zelt.	Ich habe ein Rad, einen Rucksack und ein Zelt.
Er arbeitet vor dem Haus.	Er arbeitet vor dem Haus.
Er arbeitet hinter dem Haus.	Er arbeitet hinter dem Haus.
Er arbeitet in dem Haus.	Er arbeitet in dem Haus.

Example: Verb

TEACHER	STUDENT
Ich gehe in die Schule.	Ich gehe in die Schule.
Wir gehen in die Schule.	Wir gehen in die Schule.
Du gehst in die Schule.	Du gehst in die Schule.
Sie gehen in die Schule.	Sie gehen in die Schule.
Ihr geht in die Schule.	Ihr geht in die Schule.
Sie gehen in die Schule.	Sie gehen in die Schule.

2. *Transformation Drills*

Transformation drills lend themselves to many different exercises as they involve the change from one form of a structural item to another form, such as from the singular to the plural and from masculine to feminine adjectives, from one type of demonstrative adjective or pronoun to another, from affirmative to negative, declarative to interrogative, person to person or tense to tense for verbs. In the examples, only partial drills are given. Teachers will extend drills to cover the points as required. Repetition of the changed sentence should of course be given by the taped voice.

Example 1: Changing to the negative

TEACHER	STUDENT
Ich sehe den Jungen.	Ich sehe den Jungen nicht.
Er sieht das Haus.	Er sieht das Haus nicht.
Sie sehen die Autobahn.	Sie sehen die Autobahn nicht.
Ich habe den Jungen gesehen.	Ich habe den Jungen nicht gesehen.
Er hat das Haus gesehen.	Er hat das Haus nicht gesehen.
Sie haben die Autobahn gesehen.	Sie haben die Autobahn nicht gesehen.
Du gehst in die Stadt.	Du gehst nicht in die Stadt.
Ihr geht auf das Schiff.	Ihr geht nicht auf das Schiff.
Du bist in die Stadt gegangen.	Du bist nicht in die Stadt gegangen.
Ihr seid in die Stadt gegangen.	Ihr seid nicht in die Stadt gegangen.

Example 2: Changing to the interrogative

TEACHER	STUDENT
Ich habe einen Schlitten.	Habe ich einen Schlitten?
Sie geht ins Theater.	Geht sie ins Theater?

Example 3: Changing to the declarative—the patterned response drill

TEACHER	STUDENT
Ich nehme den Fussball in die Hand.	
Nehmen Sie den Fussball in die Hand?	Ich nehme den Fussball in die Hand.
Nehme ich den Fussball in die Hand?	Sie nehmen den Fussball in die Hand.
Nimmt Fritz den Diskus in die Hand?	Fritz (Er) nimmt den Diskus in die Hand.

Example 4: Using the alternate form of the demonstrative adjective

TEACHER	STUDENT
Ich möchte dieses Buch haben.	Ich möchte das Buch dort haben. (Nicht dieses, sondern jenes.)
Ich möchte diesen Ball haben.	Ich möchte jenen haben.
Ich möchte diese Flasche haben.	Ich möchte die Flasche dort haben. (Or ich möchte jene haben.)
Ich möchte diese Flaschen haben.	Ich möchte die Flaschen dort haben.

Example 5: Changing to the present perfect

TEACHER	STUDENT
Ich gebe Fritz meine Schlittschuhe.	Gestern habe ich Fritz meine Schlittschuhe gegeben.
Ich rufe meine Freundin an.	Gestern habe ich meine Freundin angerufen.
Ich spiele Tennis.	Gestern habe ich Tennis gespielt.
Ich gehe in den Park.	Gestern bin ich in den Park gegangen.

Example 6: Changing to the future form

TEACHER	STUDENT
Ich gebe Fritz meine Schlittschuhe.	Morgen werde ich Fritz meine Schlittschuhe geben.
Ich rufe meine Freundin an.	Morgen werde ich meine Freundin anrufen.

Example 7: Question-answer transformation drills (Patterned response drills)

Four types of drills for patterned response are suggested to reinforce structures or vocabulary. In each type, the answer is closely patterned on the question. The patterns outlined below represent gradations in structural difficulty. They might be used sequentially for reinforcing new content.

Type 1. Questions requiring yes or no answers

TEACHER	STUDENT
Luise nascht gern Pralinen, nicht wahr?	Ja, Luise nascht Pralinen gern.
Nascht Luise gern Pralinen?	Nein, Luise nascht Pralinen nicht gern.
Naschen Sie gern Pralinen, Luise?	Nein, ich nasche Pralinen nicht gern.

Type 2. The choice question

TEACHER	STUDENT
Nascht Luise lieber Pralinen oder Törtchen?	Luise nascht lieber Pralinen (Törtchen)
Gehen wir in den zweiten oder dritten Stock?	Wir gehen in den zweiten (dritten) Stock.

Type 3. The cued response drill (The cue may be given before or after the question.)

TEACHER	STUDENT
(Pralinen) Was nascht Luise gern?	Luise nascht gern Pralinen.
(Törtchen) Was nascht Luise gern?	Luise nascht gern Törtchen.
In welchen Stock gehen wir? (dritten)	Wir gehen in den dritten Stock.

3. ***Substitution Drills***

These drills, sometimes called replacement drills, may be used to reinforce patterns learned through repetition and transformation drills.

Example 1: (a) Person-number substitution

TEACHER	STUDENT
Wir gehen in die Stadt.	Wir gehen in die Stadt.
Ich	Ich gehe in die Stadt.
Du	Du gehst in die Stadt.
Sie	Sie gehen in die Stadt.
Ihr	Ihr geht in die Stadt.
Karl und ich	Karl and ich gehen in die Stadt.

Example 1: (b) Person-number substitution (third person singular and plural)

TEACHER	STUDENT
Er besucht eine Schule.	Er besucht eine Schule.
Karl	Karl besucht eine Schule.
Sie	Sie besucht eine Schule.
Hilde	Hilde besucht eine Schule.
Fritz und Maria	Fritz und Maria besuchen eine Schule.
Karl und Hilde	Karl und Hilde besuchen eine Schule.
Sie	Sie besuchen eine Schule.

Example 2: Number substitution (singular to plural and vice versa)

TEACHER	STUDENT
Wohin gehst du nach der Schule?	Wohin geht ihr nach der Schule?
Ich gehe nach Hause.	Wir gehen nach Hause.
Wir gehen heute fischen.	Ich gehe heute fischen.
Lernt ihr Deutsch?	Lernst du Deutsch?
Karl und ich besuchen Fritz.	Ich besuche Fritz.

Example 3: Personal pronoun objects

TEACHER	STUDENT
Ich sehe dort einen Jungen.	Ich sehe ihn auch.
Ich sehe dort die Frau.	Ich sehe sie auch.
Ich sehe ein Mädchen.	Ich sehe es auch.
Ich sehe die Leute.	Ich sehe sie auch.

Example 4: Item substitution

TEACHER	STUDENT
Gehst du gern fischen?	Gehst du gern fischen?
..... in die Stadt?	Gehst du gern in die Stadt?
..... in die Schule?	Gehst du gern in die Schule?
..... nach Hause?	Gehst du gern nach Hause?
..... ins Kino?	Gehst du gern ins Kino?

Example 5: Substitution of a series of patterns

TEACHER	
(singen) Ich singe nicht. Singen Sie?	Ich singe nicht. Singen Sie?
(rauchen)	Ich rauche nicht. Rauchen Sie?
(Klavier spielen)	Ich spiele nicht Klavier. Spielen Sie Klavier?
(laut sprechen)	Ich spreche nicht laut. Sprechen Sie laut?

4. ***Progressive Drills***

These drills involve the change of a different element of structure at every stage.

TEACHER	STUDENT
Wir gehen heute nach Hause.	Wir gehen heute nach Hause.
Ich	Ich gehe heute nach Hause.
. . . . . in die Schule.	Ich gehe heute in die Schule.
Karl und Fritz	Karl und Fritz gehen heute in die Schule.
. . . . . fischen.	Karl und Fritz gehen heute fischen.
Er	Er geht heute fischen.
. . . . . morgen	Er geht morgen fischen.
. . . . . nach Hause.	Er geht morgen nach Hause.
. . . . . kommt	Er kommt morgen nach Hause.
Maria und Hilde	Maria und Hilde kommen morgen nach Hause.
. . . . . nach New York.	Maria und Hilde kommen morgen nach New York.

5. ***Combined Substitution and Transformation Drills***

In these drills, more than one item is changed in a single pattern.

TEACHER	STUDENT
Sie hat ihre Handtasche verloren.	Sie hat ihre Handtasche verloren.
(Handschuhe)	Sie hat ihre Handschuhe verloren.
(Maria und Hilde)	Maria und Hilde haben ihre Handschuhe verloren.
(Geld)	Maria und Hilde haben ihr Geld verloren.
(Mutti und ich)	Mutti und ich haben unser Geld verloren.

6. ***Completion Drills***

In the audio-lingual program, some completion drills are formulated by nonverbal cues. Teachers may point to the article or object in question. Other completion drills may be used to reinforce learning in situational contexts as follows:

Example 1: Possessive pronouns

TEACHER	STUDENT
Ich habe mein Geld und ihr habt eures.	Ich habe mein Geld und ihr habt eures.
Er hat sein Geld und sie hat	Er hat sein Geld und sie hat ihres.

Example 2: Demonstrative pronouns or adjectives

TEACHER	STUDENT
Ich nehme dies und ihr nehmt das.	Ich nehme dies und ihr nehmt das.
Ich möchte diesen Hut kaufen. Möchtet ihr . .	Ich möchte diesen Hut kaufen. Möchtet ihr jenen kaufen?
Ich biege in diese Strasse ein. Ihr biegt	Ich biege in diese Strasse ein. Ihr biegt in die Strasse dort ein.

Example 3: Antonyms and comparisons

TEACHER	STUDENT
Hermann ist klug; Brigitte ist dumm.	Hermann ist klug; Brigitte ist dumm.
Susanna ist reich; Margot ist	Susanna ist reich; Margot ist arm.
Jakob ist gross; Ludwig ist	Jakob ist gross; Ludwig ist klein.
Karl ist klein, aber Fritz ist	Karl ist klein, aber Fritz ist kleiner.

7. *Variation Drills*

This drill begins with the repetition of the basic sentence pattern. The teacher then uses English sentences which are not only similar to it but also within the same structural frame to cue the equivalent pattern in the foreign language. (This is not a typical translation exercise.)

TEACHER	STUDENT
Ich gehe gern fischen.	Ich gehe gern fischen.
I like to go to school.	Ich gehe gern in die Schule.
I like to go shopping.	Ich gehe gern einkaufen.
I like to go to the movies.	Ich gehe gern ins Kino.
I like to go to the theater.	Ich gehe gern ins Theater.
Besucht ihr das Kaufhaus?	Besucht ihr das Kaufhaus?
Are you going to visit the city?	Besucht ihr die Stadt?
Are you going to visit the library?	Besucht ihr die Bibliothek?
Are you going to visit the museum?	Besucht ihr das Museum?
Are you going to visit the city hall?	Besucht ihr das Rathaus?
Are you going to visit the church?	Besucht ihr die Kirche?

EXAMPLES OF PATTERN DRILLS

Spanish

1. *Repetition Drills*

The primary purpose of a repetition drill is to present initially a language pattern. It is suitable for the presentation of new vocabulary, idioms, regular and irregular verbs, and points of structure. The drill should be so constructed that the student will learn the use of the pattern without the necessity of a grammatical explanation. This type of drill will be used most frequently in the class room as a presentation drill but it may also be used in the laboratory for additional practice.

Example:

TEACHER	STUDENT
Yo tengo un libro.	Yo tengo un libro.
Nosotros tenemos un libro.	Nosotros tenemos un libro.
Luisa y yo tenemos un libro.	Luisa y yo tenemos un libro.
Tú tienes un libro.	Tú tienes un libro.
Ustedes tienen un libro.	Ustedes tienen un libro.
Usted tiene un libro.	Usted tiene un libro.
Ustedes tienen un libro.	Ustedes tienen un libro.
Él tiene un libro.	Él tiene un libro.
Ellos tienen un libro.	Ellos tienen un libro.
Ella tiene un libro.	Ella tiene un libro.
Ellas tienen un libro.	Ellas tienen un libro.

2. ***Transformation Drills***

Transformation drills lend themselves to many different exercises as they involve the change from one form of a structural item to another form, such as from the singular to the plural and from masculine to feminine adjectives, from one type of demonstrative adjective or pronoun to another, from affirmative to negative, declarative to interrogative, person to person or tense to tense for verbs. In the examples, only partial drills are given. Teachers will extend drills to cover the points as required. Repetition of the changed sentence should of course be given by the taped voice.

Example 1: Changing to the negative

TEACHER	STUDENT
(Yo) veo al muchacho.	(Yo) no veo al muchacho.
Juan ve a la muchacha.	Juan no ve a la muchacha.
Me pongo el sombrero.	No me pongo el sombrero.
Nos ponemos los zapatos.	No nos ponemos los zapatos.
A mí me gusta mucho.	A mí no me gusta mucho.

Example 2: Changing to the interrogative

TEACHER	
Vd. es amigo de María.	¿Es Vd. amigo de María?
Ellos trabajan mucho.	¿Trabajan ellos mucho?
Luisa canta bien.	¿Canta bien Luisa?

Example 3: Changing to the declarative (a patterned response drill)

TEACHER	STUDENT
Tomo el libro. ¿Toma Vd. el libro?	Tomo el libro.
¿Tomo yo el libro?	Vd. toma el libro.
¿Toma María el cuaderno?	Sí, María toma el cuaderno.

Example 4: Using the alternative form of the demonstrative adjective

TEACHER	STUDENT
Me gusta este sombrero.	Me gusta ese sombrero.
Me gusta esta blusa.	Me gusta esa blusa.
Me gustan estos zapatos.	Me gustan esos zapatos.

Example 5: Changing to the plural

TEACHER	STUDENT
(Yo) trabajo mucho.	(Nosotros) trabajamos mucho.
(Él) trabaja mucho.	(Ellos) trabajan mucho.
Él es inteligente.	Ellos son inteligentes.

Example 6: Changing to the progressive form

TEACHER	STUDENT
Hablo.	Estoy hablando.
Hablamos.	Estamos hablando.
Juegan.	Están jugando.

Example 7: Changing to the preterite

TEACHER	STUDENT
Hoy hablo con mi amigo.	Ayer hablé con mi amigo.
Hoy va al cine.	Ayer fué al cine.
Hoy salen para México.	Ayer salieron para México.

Example 8: Changing to the future

TEACHER	STUDENT
Ahora tengo mucho tiempo.	Mañana tendré mucho tiempo. or Voy a tener mucho tiempo.
Ahora salimos para México.	Mañana saldremos para México. or Vamos a salir para México.

Example 9: Question-answer transformation drills (patterned response drills)

a. Questions requiring yes or no answers

TEACHER	STUDENT
¿Hablan Vds. español?	Sí, hablamos español.
¿Llegan a las ocho?	Sí, llegan a las ocho.
¿Abre Vd. el libro?	No, no abro el libro.
¿Estudia Juan la lección?	No, Juan no estudia la lección.

b. The choice question

TEACHER	STUDENT
¿Trabaja Vd. aquí o en casa?	Trabajo en casa.
¿Vive la señora en Carácas o en Lima?	Vive en Lima.

c. The cued response drill. The cue might be given before or after the question.

TEACHER	STUDENT
¿Adónde vamos? (al cine)	Vamos al cine.
¿Dónde vive la señora? (en Lima)	La señora vive en Lima.
(el helado) ¿Qué le gusta a Maria?	Le gusta a María el helado.

3. *Substitution Drills*

These drills, sometimes called replacement drills, may be used to reinforce patterns learned through repetition and transformation drills.

Example 1: Direct and indirect object pronouns

TEACHER	STUDENT
Tengo el libro.	Lo tengo.
Tenemos los libros.	Los tenemos.
Veo al muchacho.	Le veo.
Doy el cuaderno a Juan.	Le doy el cuaderno.
Doy el cuaderno a las muchachas.	Les doy el cuaderno.

(Drill on direct and indirect objects separately.)

Example 2: Double substitution

TEACHER	STUDENT
Me da el dinero.	Me lo da.
Nos presta la llave.	Nos la presta.
Pablo da el libro a María.	Se lo da (a ella).

(Continue with combinations resulting in *se lo, se la, se los, se las.*) Drills similar to the above examples 1 and 2 may be used for substitution of nouns by pronouns with affirmative and negative commands.

Example 3: Double objects with the dative reflexive

TEACHER	STUDENT
Me pongo los zapatos.	Me los pongo.
Se pone el sombrero.	Se lo pone.
Me como el helado.	Me lo como.
Se come los frijoles.	Se los come.

Example 4: Prepositional pronouns

TEACHER	STUDENT
Juan va al cine con Roberto.	Juan va al cine con él.
Juan va al cine con María.	Juan va al cine con ella.
Roberto va al cine con usted y conmigo.	Roberto va al cine con nosotros.
¿Desea Juan ir con usted?	Juan desea ir conmigo.
Esta carta es para María y Rosa.	Esta carta es para ellas.

Example 5: Demonstrative pronouns

TEACHER	STUDENT
Voy a ponerme este sombrero.	Voy a ponerme éste.
Voy a ponerme esa chaqueta.	Voy a ponerme ésa.
¿De quién es éste abrigo?	¿De quién es éste?
¿De quién son esos zapatos?	¿De quién son ésos?

Example 6: Replacing the noun by a pronoun through omission of the noun

a. Nominalizing the article

(1) Before a phrase

TEACHER	STUDENT
Es el señor de México.	Es el de México.
Es la muchacha de los ojos azules.	Es la de los ojos azules.

(2) Before a relative clause

TEACHER	STUDENT
Aquí está la muchacha que canta.	Aquí está la que canta.
¿Dónde están los niños que juegan?	¿Dónde están los que juegan?

b. Nominalizing possessive constructions

TEACHER	STUDENT
Tengo los libros de Juan.	Tengo los de Juan.
El libro mío está en la mesa.	El mío está en la mesa.
La blusa suya es bonita.	La suya es bonita.

Example 7: Substitution of the same element of structure

a. Drilling the forms of verb (tener)

TEACHER	STUDENT
Tengo un periódico español.	Tengo un periódico español.
¿Nosotros?	(Nosotros) tenemos un periódico español.
¿Juan y yo?	Juan y yo tenemos un periódico español.
¿Usted?	Usted tiene un periódico español. etc.

b. Drilling the agreement of adjectives

TEACHER	STUDENT
Juan es simpático.	Juan es simpático.
María	María es simpática.
Los señores	Los señores son simpáticos.
Enrique tiene una casa blanca.	
. . . . . un perro	Enrique tiene un perro blanco.
. . . . . dos camisas	Enrique tiene dos camisas blancas.

Example 8: Substitution of different elements of structure

a. Changes within the basic pattern sentence. In this exercise, it is advisable to substitute the same element of structure in at least two examples before substituting another element. Also, better learning is effected if the drill is constructed so that the elements at the end of the sentence are substituted first, beginning from the object through to the subject.

Example:

TEACHER	STUDENT
Voy a comer una manzana.	Voy a comer una manzana.
. . . . . una naranja.	Voy a comer una naranja.
. . . . . tomar café.	Voy a tomar café.
. . . . . tomar leche.	Voy a tomar leche.
Luis	Luis va a tomar leche.
Nosotros	Vamos a tomar leche.
. . . . . pagar la cuenta.	Vamos a pagar la cuenta.

b. Substitution in a series of patterns.

TEACHER	STUDENT
Yo no canto. ¿Canta Vd.?	Yo no canto. ¿Canta Vd.?
(bailar)	Yo no bailo. ¿Baila Vd.?
(tocar el piano)	Yo no toco el piano. Toca Vd. el piano?

4. ***Progressive Drills***

These drills involve the change of a different element of structure at every stage.

TEACHER	STUDENT
Yo quisiera buscar a mi amigo.	Yo quisiera buscar a mi amigo.
(mi hermano)	Yo quisiera buscar a mi hermano.
(encontrar)	Yo quisiera encontrar a mi hermano.
(voy a)	Voy a encontrar a mi hermano.
(su)	Voy a encontrar a su hermano.
(Luis)	Luis va a encontrar a su hermano.
(acabar de)	Luis acaba de encontrar a su hermano.
(su novia)	Luis acaba de encontrar a su novia.

5. ***Combined Substitution and Transformation Drills***

In these drills, more than one item is changed in a single pattern.

TEACHER	STUDENT
María ha perdido su bolsa.	María ha perdido su bolsa.
(sus guantes)	María ha perdido sus guantes.
(María y Luisa)	María y Luisa han perdido sus guantes.
(dinero)	María y Luisa han perdido su dinero.
(Mamá y yo)	Mamá y yo hemos perdido nuestro dinero.

6. ***Analogy Drills***

Example 1: Agreement of adjectives

TEACHER	STUDENT
La señora es rica. ¿Y el señor?	El señor es rico.
Delores es española. ¿Y Juan?	Juan es español.
Esta blusa es blanca. ¿Y este vestido?	Este vestido es blanco.

Example 2: Comparison of adjectives. Compare the persons or things mentioned, using *más . . . que*:

TEACHER	STUDENT
Juan es grande. ¿Y Roberto?	Roberto es más grande que Juan.
El padre es viejo. ¿Y el abuelo?	El abuelo es más viejo que el padre.
El comedor es grande. ¿Y la sala?	La sala es más grande que el comedor.

The comparison of equality (*tan . . . como*) may be used in the same type of drill.

7. ***Open-end Mutation Drills***

For the teaching of articles, contractions, and for drilling on the gender of nouns.

TEACHER	STUDENT
Repeat: a	a
la escuela	a la escuela
la iglesia	a la iglesia
el centro	al centro
el cine	al cine

Several examples of each article should be used before changing to another. Use the same drill with *de*.

8. ***Fixed Increment Drills***

Example 1: The tape starts a sentence which the student finishes with a fixed ending. Complete with *hablar español*:

TEACHER	STUDENT
Yo quiero	Yo quiero hablar español.
Nos gusta	Nos gusta hablar español.
María aprende	María aprende a hablar español.
Nosotros empezamos	Nosotros empezamos a hablar español.
Juan trata	Juan trata de hablar español.

Example 2: The student is asked to prefix a sentence with a fixed expression calling for the subjunctive.
Prefix each statement with *Es necesario que*:

TEACHER	STUDENT
.....estudio la lección.	Es necesario que yo estudie la lección.
.....llegamos a tiempo.	Es necesario que lleguemos a tiempo.
.....ella escribe la carta.	Es necesario que ella escriba la carta.

Any expressions requiring the subjunctive may be used in the same manner.

9. ***Combining Sentences Drills*** **(Integration Drills)**

Example 1: Combining sentences using a relative pronoun

TEACHER	STUDENT
Aquí está el mozo. El mozo abre la puerta.	Aquí está el mozo que abre la puerta.
¿Dónde está el periodico? Voy a leer el periodico.	¿Dónde está el periodico que voy a leer?
Tráigame Vd. el abrigo. Voy a ponerme el abrigo.	Tráigame Vd. el abrigo que voy a ponerme.

Example 2: Combining sentences using *al* plus the infinitive

TEACHER	STUDENT
Llegan a la escuela. Van a la clase de español.	Al llegar a la escuela, van a la clase de español.
Compremos dulces. Los comemos en seguida.	Al comprar dulces, los comemos en seguida.

Example 3: Using *cuando*

TEACHER	STUDENT
No me levanto temprano. Llego tarde.	Cuando no me levanto temprano, llego tarde.
Fué a México. Vió muchas cosas interesantes.	Cuando fué a México, vió muchas cosas interesantes.

Example 4: Using *que* and the subjunctive

TEACHER	STUDENT
Hable Vd. español. Es importante.	Es importante que Vd. hable español.
Venga Vd. temprano. Lo quiero.	Quiero que Vd. venga temprano.

Example 5: Combining pairs into contrary-to-fact conditional sentences

TEACHER	STUDENT
Tengo el tiempo. Voy al cine.	Si yo tuviera el tiempo, iría al cine.
Tenemos mucho dinero. Hacemos un viaje.	Si tuviéramos mucho dinero, haríamos un viaje.

10. *Expansion Drills*

The addition of a word or words expands the sentence.

Example 1: Prepositional pronouns for stress

TEACHER	STUDENT
Me gusta mucho.	A mí me gusta mucho.
Me parece bien.	A mí me parece bien.
Nos falta dinero.	A nosotros nos falta dinero.
Te falta dinero.	A ti te falta dinero.

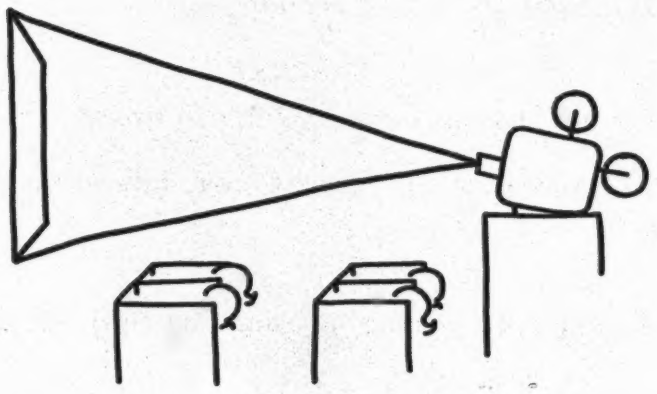
With the third person singular and plural, a cue might be given:

TEACHER	STUDENT
Cue	
Le falta dinero. (Vd.)	A Vd. le falta dinero.
Le falta dinero. (ella)	A ella le falta dinero.

Example 2: The redundant indirect object pronoun

TEACHER	STUDENT
Quiero darlo a Juan.	Quiero dárselo a Juan.
Quiero decirlo a Juan y María.	Quiero decirselo a Juan y María.

The Use of Visuals in the Lab



Visual equipment and materials can be used with practically any audio installation. The role of visual equipment combined with audio equipment in foreign language learning has not been clearly established, but there is no doubt that it is a powerful aid to learning when used with good judgment.

At any age level the use of filmstrips, slides, and motion pictures performs two distinct, but often overlapping and mutually reinforcing, functions:

- **To provide a strong visual image of the item in context (i.e., the object, the action) with which the verbal symbol (i.e., vocabulary item or grammar pattern) can be immediately associated without recourse to English.**
- **To bring the foreign land and people into the class and laboratory with a realistic impact that can be surpassed only by being there in person. This visual immersion in authentic foreign situations is highly important for motivation and awareness, and can be used with profit at advanced as well as elementary levels. One must be sure, of course, that the visual experience continues to stimulate and enrich the practice of the language, and does not become mere entertainment.**

Many good visual materials for foreign language instruction are available today. The use of integrated courses consisting of films and/or filmstrips, tapes, and texts is increasing, and research is being done on the success of this type of instruction as compared with the text and audio materials only. There are many good supplementary materials —films, filmstrips, slides, many with accompanying tapes—from which a teacher may select what is most suitable for integration with the classroom work at any level. It is recommended that a school system develop a long-range program of needs in the way of audio and visual materials to be used in foreign language instruction at all levels, and that a systematic plan of annual or semi-annual purchase be adopted for the eventual acquisition of an adequate audiovisual library.

Procedures for Using FL films for FL Instruction[6]

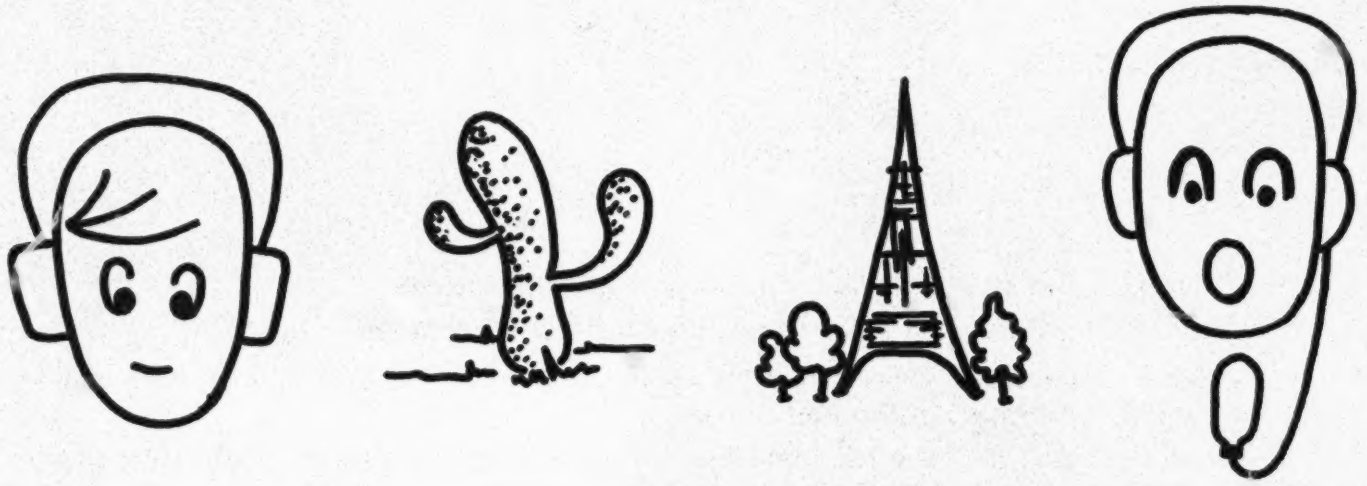
I. General provisions
   1. Preview the film several days prior to the class showing.
   2. Summarize briefly the film narrative—in English for beginning students and in foreign language for intermediate and advanced.

[6] Adapted from "The Foreign Language Teaching Film—An Escape From Classroom Boredom" by Louis Nesbitt, *Educational Screen and Audio-Visual Guide*, June 1962.

3. Prepare a list of all difficult words, phrases and idioms.
4. Clarify all difficult grammatical and syntactical structures.
5. Suggest topics for conversation or dramatization centered around persons, places or events portrayed in the film.
6. Make sure that all physical conditions of the classroom and of projection equipment are as nearly ideal as possible.

II. At least three periods should be allowed for some of the following activities.

1. Aural-oral drills through:
   a. True-false statements.
   b. Questions to be answered.
   c. Discussion of content in general.
   d. Pattern drills for learning difficult constructions.
2. Dictation of selected passages from the narrative.
3. Dramatization of selected scenes or sequences, or memorization of sections of the narrative. Students may then provide the narrative as film is run with sound track turned off.
4. Re-screening of film (one showing is often a complete loss), and stopping film at the conclusion of each sequence, for conversational practice.
5. Brief compositions in the foreign language, based on topics suggested by the film.
6. Additional conversations based on topics suggested by the film.



Useful Language Laboratory Terms

Turn on your machine.
French: Ouvrez votre appareil.
German: Stellen Sie den Apparat an.
Spanish: Encienda su aparato.

Stop your machine.
French: Arrêtez votre appareil.
German: Halten Sie Ihre Maschine an.
Spanish: Pare su máquina.

Take off your head phones.
French: Enlevez vos écouteurs.
German: Nehmen Sie die Kopfhörer ab.
Spanish: Quítese los auriculares.

Adjust the volume.
French: Réglez le volume.
German: Regulieren Sie die Lautstärke.
Spanish: Ajuste el volumen.

Turn it up louder.
French: Augmentez-le
German: Lauter.
Spanish: Auméntelo.

Turn it down.
French: Baissez-le
German: Leiser.
Spanish: Bájelo.

Get closer to the microphone.
French: Rapprochez-vous du microphone.
German: Kommen Sie näher ans Mikrophon.
Spanish: Acérquese más al micrófono.

Turn your machine on.
French: Mettez votre appareil en marche.
German: Starten Sie die Maschine.
Spanish: Ponga en marcha su máquina.

My machine does not work.
French: Mon appareil ne marche pas.
German: Mein Apparat funktioniert nicht.
Spanish: Mi máquina no funciona.

Rewind your tape.
French: Rebobinez votre bande.
German: Lassen Sie Ihr Tonband zurückspulen.
Spanish: Vuelva a enrollar la cinta.

booth
French: une cabine
German: eine Kabine
Spanish: una cabina

console
French: un console
German: das Reglerpult (Schaltpult)
Spanish: la consola de control

fast forward
French: le bobinage rapide
German: schnell vorwärts
Spanish: velocidad rápida adelante

jack
French: une prise d'entrée
German: eine Klinke
Spanish: un tomacorriente

master tape
French: la bande originale
German: die Originalaufnahme
Spanish: la cinta maestra

drill tape
French: une bande d'exercises
German: ein Drilltonband
Spanish: una cinta de ejercicios

needle (phono)
French: une aiguille
German: eine Nadel
Spanish: una aguja

plug
French: une fiche
German: der Stecker (Stöpsel)
Spanish: el enchufe

pre-recorded
French: préenregistré
German: eine Fachaufnahme
Spanish: grabado de antemano

to record a tape
French: enregistrer
German: aufnehmen auf ein Tonband
Spanish: grabar une cinta

a tape recorder
French: un magnétophone
German: ein Tonbandgerät
Spanish: une grabadora de cinta

reel
French: une bobine
German: eine Spule
Spanish: un carrete

splice (noun, verb)
French: un raccord, raccorder
German: eine Spleissstelle, spleissen
Spanish: un empalme, empalmar

tape (blank)
French: une bande vierge
German: ein unbespieltes Tonband
Spanish: una cinta limpia

thread (a tape machine)
French: enfiler
German: einspulen (einlegen)
Spanish: colacar (enrollar)

volume control
French: le bouton de volume
German: der Lautstärkeregler
Spanish: el control de volumen

single track
French: monopiste
German: einspur
Spanish: de vía única

two-track
French: à deux pistes
German: zwei Spuren
Spanish: de vías dobles

dubbing
French: le doublage
German: die Duplikation (das Vervielfältigen)
Spanish: el doblaje

gooseneck microphone
French: microphone à col de cygne
German: ein Gänsehalsmikrophon (n.)
Spanish: Micrófono con base de cuello de cisne

magnetic recording head
French: tête d'enregistrement
German: ein magnetischer Tonkopf (m.)
Spanish: cabeza de gradación magnética

recording level
French: niveau d'enregistrement
German: Aufnahmenpegel
Spanish: nivel de registro acústico

repair service
French: le service de dépannage
German: der Reparaturdienst
Spanish: el servicio de reparaciones

soundproofing
French: l'insonorisation
German: akustische Wandverkleidung
Spanish: el aislamiento acústico

wiring

French: le fil (cable, cablage)
German: die Verdrahtung (Verkabelung)
Spanish: instalación de cables (alambres)

film strip

French: un film fixe
German: ein Lichtbildstreifen
Spanish: una tira de película fija

slides (film)

French: les diapositives
German: das Diapositiv
Spanish: las diapositivas

grammar pattern

French: une structure grammaticale
German: ein Strukturschema
Spanish: un modelo gramatical

What Constitutes A Good Tape

Some Basic Principles

The following basic principles were developed by directors and participants of foreign language laboratory workshops sponsored by the Department of Public Instruction of the State of Illinois, and were edited by Dr. Lucie T. Horner, Director of Advanced Language Laboratory Workshops held at Roosevelt University, Chicago:

I. STRUCTURE

In order to be effective, the taped exercise should contain the following basic elements:

A. The *objective* of the exercise must be *clear in the mind* of the teacher preparing the exercise.

B. The objective of the exercise must be made *clear to the student.*
- Instructions should be stated simply and to the point.
- Instructions should contain an example of the expected student response.
- Instructions should preferably be given in English.

C. The exercise should present *one problem* at a time.

D. Wherever feasible, the problem should be graded in difficulty.

E. The student should at all times be aware of the beginning and the end of each exercise.

F. Wherever an oral response is elicited, the order instructor-student-instructor-student should be followed. The student must have a chance to hear the *correct* response and repeat it.

G. The pace of the exercise should be lively and should approximate, ultimately, natural performance.

H. The pauses for student response should be adequate, but *not too long*.

I. It is desirable that a given exercise not exceed 10 minutes.

J. A high degree of *student participation* must be assured in the structure of the exercise.

II. MATERIAL

A. The material must be an integral part of subject matter previously covered in class.

B. The material used in the exercise should be:
- natural
- meaningful
- interesting
- challenging

III. RECORDING

When preparing the recording of an exercise, the speaker should be guided by the following considerations:

A. His *voice* should be pleasant, natural and enthusiastic.

B. His *diction* should be precise.

C. His *presentation* should be rich in tone qualities.

D. A *uniform* tone volume should be maintained throughout.

IV. Some suggested DONT's in the preparation of a taped exercise:

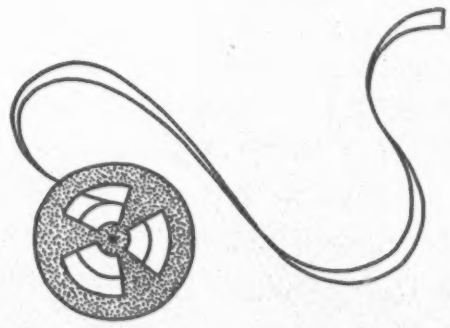
A. Avoid taxing the student's memory.
- Avoid long sentences that the student cannot remember.
- Avoid non-essential details in narratives.

B. Avoid confusing and frustrating the student by:
- rambling directions
- unclear objectives
- a multiplicity of objectives
- a re-presentation of grammatical principles
- presenting directions in the foreign language to students insufficiently advanced to comprehend fully

C. Avoid monotony in material and manner of presentation.

D. Avoid overtaxing the student's concentration span.

E. Avoid utilizing unfamiliar material, except for certain exercises of listening comprehension.



Materials Library

Care and Storage

Regardless of the physical nature of the laboratory, there must be a library of recorded materials in tape or disk form. Magnetic tapes are standard and will form the major part of the recorded materials. Commercially recorded material accompanying textbooks, pattern practice, and other drill materials are usually recorded on tapes. Literary texts for advanced levels of instruction and songs are usually on disks. When the disks are purchased, copies should be made on tape and used in the laboratory. The disk recordings should then be filed as masters and kept in dust-free storage. Disk recordings deteriorate quickly with use and handling; to protect one's investment in them, the use of copies on tape is recommended. When commercially made tapes are purchased (or copied on the loan-for-duplication basis), it is recommended that one copy of each tape be filed as insurance against accidental erasure or breakage of any tape.

All disks, tapes, films, filmstrips, and other items should be stored in a central location that is accessible to all teachers using them. Tapes should be stored away from heavy electrical equipment to avoid picking up stray magnetic fields.

Identification and Cataloging

To identify different languages or levels, one may use colored reels or colored leader tape. The easiest way is to use leader tape to identify the reel (e.g. blue for French, red for Spanish) and also to separate and identify programs if there is more than one on a reel. A small piece of the leader tape on the edge of the tape box will help to identify at a glance the various language tapes on the shelves. Adhesive labels on the reels as well as identification on the outside of the box should state the language and its level, the subject matter, the speed used to record the program, its length in minutes, and where the text may be found (book title, page, paragraph). Where teachers make their own recordings of pattern drills or other materials not found on a certain page of text, the tape scripts should be kept in a folder for quick reference by any teacher. It is much easier to look over a typed script than to listen to a tape in order to determine its suitability for use at a desired time. The scripts should be typed and identified in the same manner as the tapes. The name of the teacher who prepared the tape and the names of the recording voices should also be included on the tapescript.

A simple system for marking tapes is to use first a letter designating the language, next a number designating the course level, then a dash and the number indicating the lesson. Example: Fl-14 indicates French, level one, lesson 14 in the text. Information as to the exact text reference, grammatical content, recording speed, and running time in minutes should be recorded on the tape box as soon as the master tape is completed. It should later be transcribed to the card catalog.

Blocks of numbers may be used to indicate special uses:

01 through 199	Basic Course Materials
200 through 499	Cultural, Literary, Musical
500 through 599	Tests, Examinations, Practice Tests

Thus S3-260 would indicate a third-level Spanish tape of a cultural nature, not directly related to the textbook. When the number blocks for a laboratory have been established, it is helpful to make a large poster showing them so that teachers and student assistants may conveniently refer to these categories.

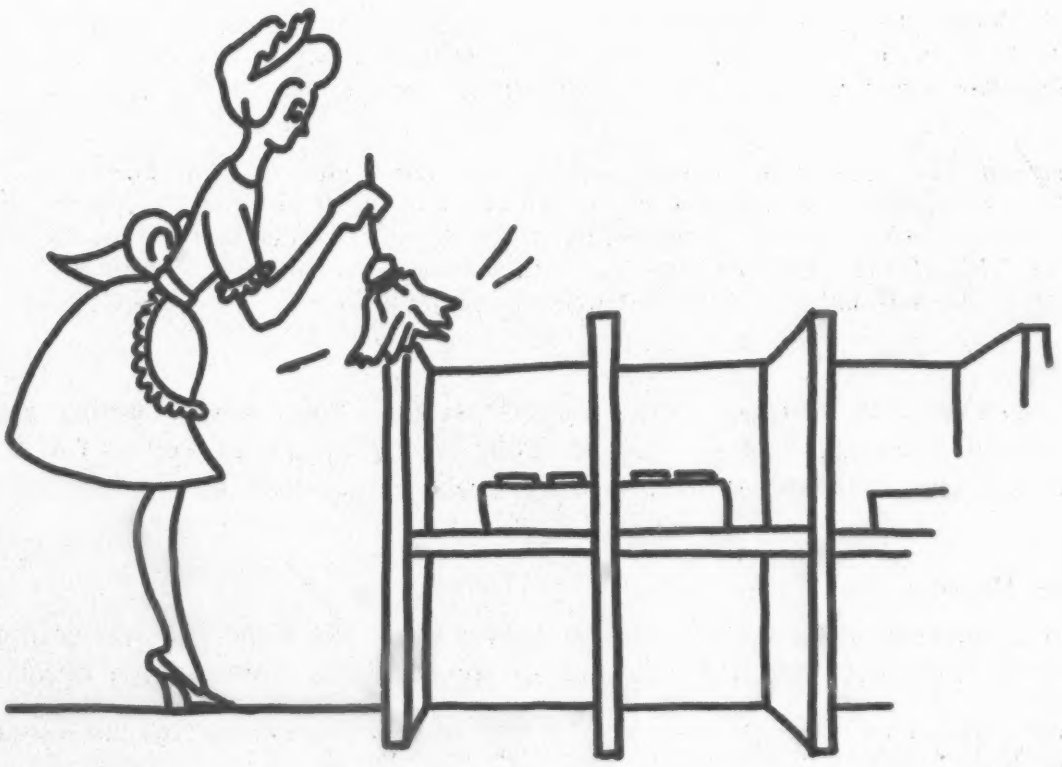
A card catalog with complete information pertaining to recorded and visual material available in the laboratory should be maintained. This catalog should include material on disks and tapes, films and filmstrips. Because of the nature of language instruction, a separate catalog should be kept for each language; the separation may be done by having a separate file drawer for each language, or by using differently colored cards for the various languages.

Cards should be made for each *grammatical subject* (e.g. direct object pronouns, agreement of adjectives, use of the dative case, etc.); for *cultural subjects* (e.g. the Louvre, Madrid, Castles of the Rhine) taken from pre-recorded material, recorded magazines, or disks; and finally by *textbook* and page. For textbook cards, the author's name is the location criterion. Headings for the cards should be cross-referenced as completely as possible.

Laboratory Maintenance

Language laboratories are subject to the unpredictable failures that characterize all machines. Any kind of electronic or mechanical failure during a period in which a regular class is using the language laboratory is a disturbance of the most serious kind. Class schedules and the effectiveness of the entire program can be adversely affected. The key to the situation is preventive maintenance. Every effort must be made to insure that breakdowns do not occur while instruction is in progress. Alfred Hayes, in his new bulletin on the language laboratory states:

> *The essential commodity which the language laboratory must make constantly available is high-quality reproduction of sound.* In view of this, and the time, effort and expense which the selection and installation of the language laboratory entail, it is clearly both poor economy and poor pedagogy not to include rigid preventive-maintenance procedures as a part of any language laboratory program. Fortunately, the kinds of procedures necessary to insure trouble-free operation of any good equipment are quite simple,



and the techniques can readily be acquired by school maintenance departments and even by student help.[7]

Potential Mechanical Failure

The tape recorder

The chief source of mechanical difficulties is the tape recorder itself. If certain routine maintenance procedures are not followed, the sound quality will deteriorate badly and mechanical operation will become very erratic. Recording heads should be cleaned after every 8 to 10 hours of use and demagnetized regularly according to the recommendations of the manufacturer.

Head cleaning is accomplished by using "Q-Tips" (from any drugstore) and ordinary alcohol or head cleaner. The cotton swab is simply dipped in the cleaner, then swabbed over the heads to dissolve accumulation of oxide; a dry swab is then used to remove the residue. *Do not use carbon tetrachloride!*

Demagnetizing is done with an inexpensive degausser. This small instrument is plugged into the 110 volt AC current, turned on, and its tip is brought close to the recording head front surface for just a moment, then withdrawn. It is a simple but important operation.

Idler Wheel Cleaning. The large rubber wheel next to the drive capstan soon becomes coated with red oxide. It should be cleaned with ordinary alcohol or, better still, with a chemical called *Phono Drive Cleaner* (Friends, 614 Arch Street, Philadelphia 6, Pa.; 24 bottles for $9.60). This cleaner not only dissolves and removes the oxide, but also restores the rubber to the soft natural state that grips the tape well.[8]

Control knobs

Control knobs on switches and volume controls, particularly in the student booths, will frequently come loose. A daily check of all control knobs for tightness, as well as for accurate indication of position where necessary, will prevent much loss of student and teacher time.

Potential Electronic Failure

A high standard of noise-free operation should be achieved at the time the laboratory is installed and before it is accepted. Any changes in the kinds of noise which appear

[7] Hayes, Alfred S. *Language Laboratory Facilities: Technical Guide for the Selection, Purchase, Use and Maintenance.* OE-21024, Bulletin 1963, No. 37. U. S. Government Printing Office, Washington 25, D. C.
[8] The ETL Newsletter *Communicate.* Vol. IV, No. 1, October, 1962.

in the headphones at any student position can be important clues to potential electronic failure. At least once a week the audio quality available at each student position should be carefully checked by critical listening. The most likely source of trouble is the tubes, but it may be difficult for school personnel to locate the precise source of the trouble. If spare amplifiers are available so that school personnel need only replace the complete amplifier, the faulty amplifier can be returned to the service organization for careful checking.

The appearance of any new distortion, fuzziness, or a marked reduction in volume at any student position or at the console is another clue to potential electronic failure. But distortion and volume reduction can also be due to an accumulation of tape deposits on the record or playback heads. This should not occur if the cleaning procedures previously recommended have been followed.

Headphone and microphone cords should be checked weekly. All tape recorders in the system should be periodically checked for their continued ability to produce a good, clear recording.

In order to avoid uncertainty and confusion, it is important that adequate maintenance records be kept. A detailed schedule of preventive maintenance should be worked out with the advice of the manufacturer or the service agency which supplies emergency service. This schedule should show what is to be checked, how often, by whom, and what the procedure is. The teacher's console and each student position should have a service record card conveniently posted, giving the complete maintenance record of each item of equipment at that position.

Operational Duties

The duties related to the operation and administration of language laboratory facilities may place undue burdens on teachers unless some effective plans and procedures are initiated. If the facilities are large in number and complex in kind, one staff member should be given the necessary time and facilities to perform these duties. Special attention should be given to the judicious use of professional and instructional time in many of the minor duties which must be performed. The effective use of student assistants for many small chores during and outside of instructional hours can release the teacher from petty details such as preventive maintenance, so that professional time can be spent with more important matters. Some of these details are: setting up equipment or tapes for machine drill sessions and putting them away afterwards, filling out a "trouble card" or a logbook which locates and identifies for the technicians those pieces of equipment which need repair, bulk erasure of old tapes, duplicating extra lesson tapes (file copy of master tapes, dual-channel student tapes, disk to tape, tapes on loan, etc.), cleaning the tape recorder heads and demagnetizing them, cleaning headphones, keeping current a card file of the recording library, and entering proper identification information on the boxes and reels of lesson tapes.

Evaluating The Use Of The Laboratory

In order to achieve the most effective results from language laboratory facilities, teachers and administrators will want to have a continuing program of evaluation of the use of the equipment in instruction. Since the results depend more on the methods and materials used in the laboratory than on the equipment, the effectiveness of the laboratory must be considered in relation to the total language program, to the improvement of teaching techniques and teacher-performance as well as to student-performance. No laboratory equipment, however elaborate, will be a panacea for the ills of poor teaching. Many questions may be asked concerning ways for improving the use of the language laboratory:

- **Is emphasis being given in the beginning course to the listening and speaking skills, with gradual progression to reading and writing? Are the audiolingual skills maintained and developed by increasing the difficulty of the material in the courses which follow?**
- **Are the basic materials used in class for the first-year course also practiced with recorded models during laboratory sessions? Are students required to memorize these materials? Do the recordings present a variety of native voices as models for student practice?**

- **Do all foreign language students have an opportunity for regular and frequent practice with the recorded materials? Is the language laboratory used in both instructional and study situations? Are the listening and speaking skills tested frequently?**
- **Are learning sequences followed through in laboratory sessions? Do students also practice a variety of pattern drills related to the mimicry practice? Does the teacher consolidate and exploit the skills learned in laboratory sessions by recombining the practice materials into new situations during other activities and later on in advanced courses? Is the equipment also used for presenting literary and other cultural materials?**
- **Do the students show an active and continued interest in laboratory sessions by their alert responses to the practice material? Do they attempt to practice the language outside the formal class and laboratory sessions? Is there noticeable improvement in the spoken responses of students? Do they show a higher degree of confidence in using the spoken language? Can the students understand a variety of native speakers within the limits of familiar vocabulary and structures?**
- **Have all the teachers using the language laboratory had more than a few hours of inservice training and practice with the equipment? Has the school used the services of the State foreign language supervisor? Do all the foreign language teachers have a recorder or playback machine in their classrooms for regular use? Are the teachers permitted to use this equipment at home for reviewing, evaluating, and preparing materials of various kinds or even for improving their own language proficiency? Are any of the teachers over-burdened with chores related to the use of language laboratory equipment? Have the teachers developed confidence in their use of the equipment? Do the teachers continue to work with the students while the equipment is presenting practice material?**
- **Have mechanical failures, poor quality of sound, or administrative problems related to the equipment reduced its effectiveness as an aid to instruction?**

Study of these and other questions which will occur to teachers and administrators should help lead the way to an improved foreign language program through the process of continued self-evaluation which is the mark of the professional educator.[9]

Language laboratory equipment is a widely accepted adjunct to teaching foreign languages. There appears to be little question about its worth among teachers who have training and experience in using it. The use of the laboratory helps to individualize instruction, providing a stimulating and challenging program for the gifted students, and enabling the slower students to practice until a satisfactory achievement in skills has been reached. The following comments are typical of those made by teachers using the laboratory:

> **The lab permits attainment of quality in pronunciation, aural comprehension, and oral production never possible before.**
>
> **Especially in elementary classes, there is noticeable gain in aural-oral control. Enhances interest in the language, develops self-confidence.**
>
> **Invaluable, almost a necessity, for an effective aural-oral approach. We could not get along without the lab now that we know its value.**

[9] Hutchinson, *op. cit.*, pp. 46-47.

Relieves teacher of much aural-oral drill; saves class time in remedial work, testing, reviewing tests; especially valuable as a practice and study aid.

Concentration is better. The headphones tend to shut out extraneous sounds.

The laboratory makes it possible for students to develop ability for self-study and to learn the language faster, to understand normal speech at once, and to write, minimizing the translation from one language to the other.

It is of immeasurable value to slower students who, if they really want to learn a language, can spend any amount of time listening to the tapes and records.[10]

To acquire facility in a foreign language, endless practice is essential. The student must learn to think and react immediately in the foreign language as he would in the environment where he would have unlimited access to native speakers. The language laboratory is the best device in the way of a contrived experience. Along with appropriate materials and methodology, it helps to hasten the time when the student can deal directly in the language with the sort of study which will enlarge his experience of another people's culture and language.

[10] Johnston and Seerley, *op. cit.*, pp. 54-55.

VII

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